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ABSTRACT

This publication is intended to help California school officials and planners create school buildings that provide environments needed for the operation of an outstanding program of public education. It encourages them to visit the schools presented and similar ones in order to become informed about new planning concepts and trends in school housing. Many of these concepts and trends are illustrated in the publication. For example, big block schools with internal corridors and windowless classrooms are becoming a rarity, with most schools returning to the campus plan concept, using landscaped courts and natural materials to create informal environments. The school site is being used more efficiently, and school buildings are becoming more compact than in the past. The cluster plan has almost universally replaced the finger plan concept for elementary schools, encouraging cooperation between teachers by allowing them to share multiuse areas, resource centers, and teacher preparation areas, all adjacent to their classrooms. Better acoustical control and lighting is evident, and technology is enabling these comfort factors to be coordinated with flexible interiors. Recently constructed school buildings demonstrate that there can be no retreat to the rigid space planning of the past. The three most dramatic modern trends are spaces divided by movable cabinets rather than walls, almost total acceptance of carpets, and air conditioning. (SM)

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ALIFORNIA SCHOOL BUILDINGS 1960-1965

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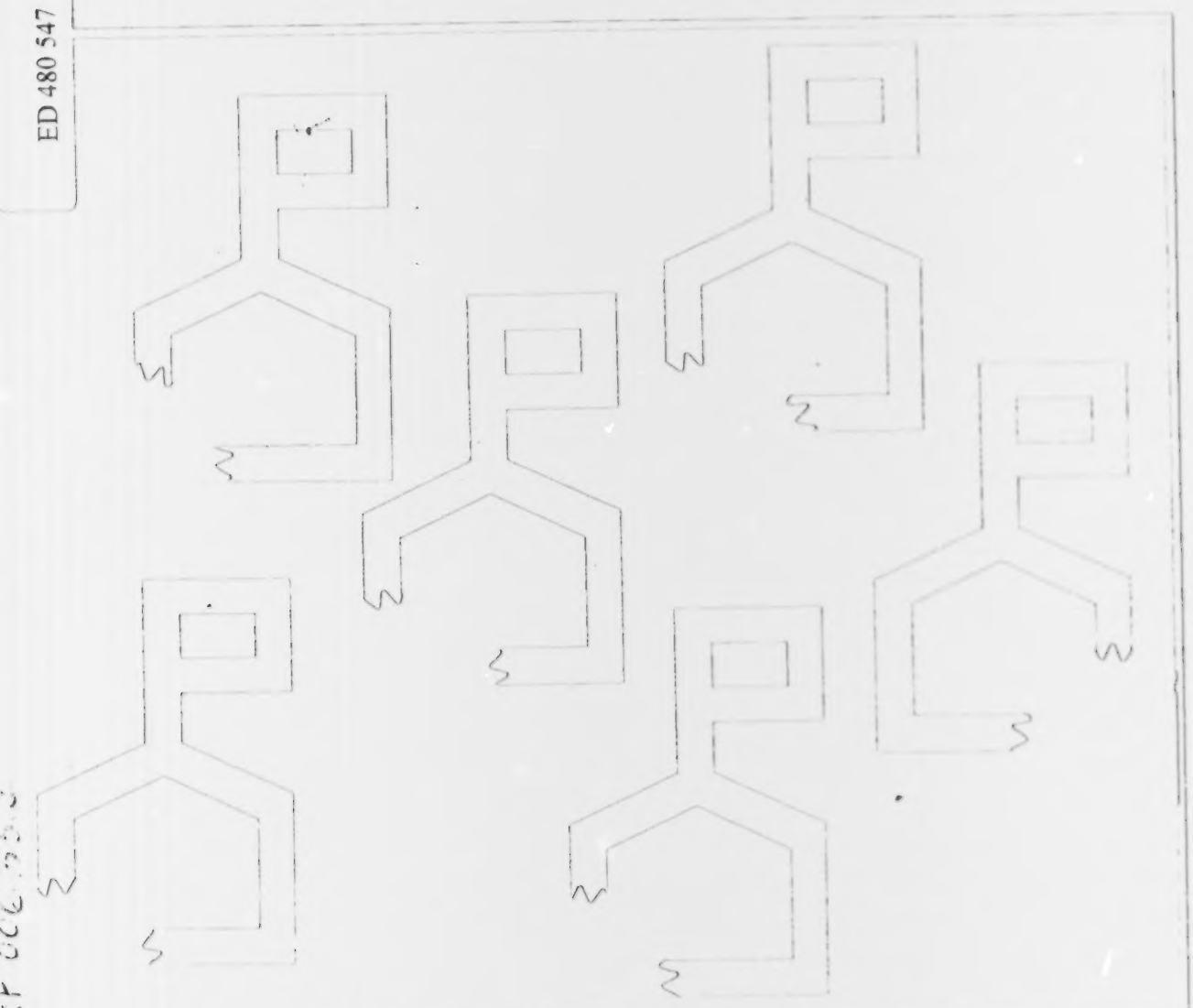

CALIFORNIA STATE DEPARTMENT OF EDUCATION
MAX RAFFERTY, SUPERINTENDENT OF PUBLIC INSTRUCTION
SACRAMENTO, 1966

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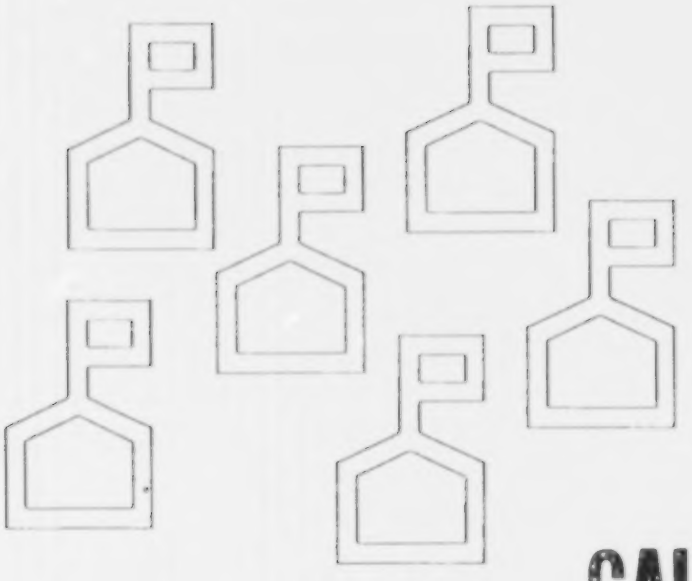

CALIFORNIA SCHOOL BUILDINGS 1960-1965

Prepared by

BUREAU OF SCHOOL PLANNING

CHARLES D. GIBSON, Bureau Chief
CLAIR L. EATOUGH, Architect

CONTENTS

		Page
Foreword		iii
About This Publication		vii
Arthur D. Nieblas Elementary School	BOOK 1	1
Canyon Elementary School	BOOK 2	7
Caroline Davis Intermediate School	BOOK 3	13
Cohasset Elementary School	BOOK 4	19
Crescent Elementary School	BOOK 5	25
Estancia High School	BOOK 6	31
Granada Community School	BOOK 7	37
Henry M. Gunn High School	BOOK 8	43
Imperial Intermediate School	BOOK 9	49
Lakewood Elementary School	BOOK 10	55
Louisiana Schnell Elementary School	BOOK 11	61
Lynbrook High School	BOOK 12	67
Martin B. Tetzlaff Elementary School	BOOK 13	73
Mission San Jose High School	BOOK 14	79
Northwood Elementary School	BOOK 15	85
Ponderosa High School	BOOK 16	91
Portola Elementary School	BOOK 17	97
Round Meadow Elementary School	BOOK 18	103
Shady Bend Elementary School	BOOK 19	109
Soulsbyville Elementary School	BOOK 20	115
Sycamore Elementary School	BOOK 21	121
Van Duzen Elementary School	BOOK 22	127
Victorine Klein Elementary School	BOOK 23	133
West High School	BOOK 24	139
Westwood High School	BOOK 25	145

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FOREWORD

California public schools are responsible for providing high quality educational programs for the children of this state. The ability of the schools to meet this responsibility is determined in part by the facilities they have at their disposal. Facilities that permit the full and efficient operation of the programs and that are adequate to house the school population are therefore essential.

The educational programs offered by California public schools are designed to meet the educational needs of our society. However, the design is subject to constant revision, for these needs are always in a state of flux. Therefore, the schools must have facilities that are sufficiently flexible to permit the program changes required. Planning facilities of this type is a major responsibility of the governing board and professional staff of every school district that is replacing existing buildings or opening new schools. To meet this responsibility, the board and staff must be informed regarding the new developments that are available for their consideration; and they must leave no stone unturned in their endeavor to secure buildings that are designed to permit the successful operation of the required educational program.

A study of the school buildings included in this publication will prove valuable as one means of acquiring the information needed to plan school buildings that are flexible and otherwise well designed for use. However, this study should be supplemented and extended by visiting the schools, observing the advantages they offer, and making such additional investigations as may seem necessary. School boards and their staffs should become well informed regarding the many features in school buildings that have proved valuable and others that should be considered.

All people directly responsible for planning school buildings have an opportunity to make a valuable contribution to the California system of public education and to the communities they serve. A study of the information presented in this publication should help each of them to make contributions that will result in California school buildings providing the environment that is needed for the operation of an outstanding program of public education.

Superintendent of Public Instruction

This publication was developed and published with funds provided under the Elementary and Secondary Education Act of 1965 — Title V, Section 503, Public Law 89-10.

ABOUT THIS PUBLICATION

Reaching consensus on the school buildings to be included in this publication required that the staff of the Bureau of School Planning evaluate and screen all of the plans submitted and recommended for consideration. Agreement was finally reached on a selection of 25 schools. A knowledgeable critic may find that some of these school buildings possess lighting systems, fenestration patterns, daylight controls, or space geometry which may not meet the requirements of good instructional areas. However, each of the schools possesses noteworthy elements, and certain of them approach a near total solution in light of today's knowledge and technology. All of the buildings provide dramatic contrasts to many of those previously built in California.

Interested planners may obtain cost data by writing to the districts and architects who produced the school buildings included in this publication. The Bureau of School Planning will make this information available at such time as consistent reporting procedures become widely adopted. It should be noted that this publication includes schools financed under the State School Building Aid Program and also schools built entirely with local funds. A comparison between buildings constructed under the area and cost limitations of the State School Building Aid Program and those built entirely with local funds makes it apparent that schools constructed under either program can maintain a high degree of educational and architectural adequacy. The cost and area allowances under the State School Building Aid Program are forcing governing boards, administrators, and architects of many school districts to identify carefully the true needs of their districts and to search for imaginative solutions. The controls of the program can prevent extravagance without discouraging initiative. This is well illustrated by the buildings in this publication.

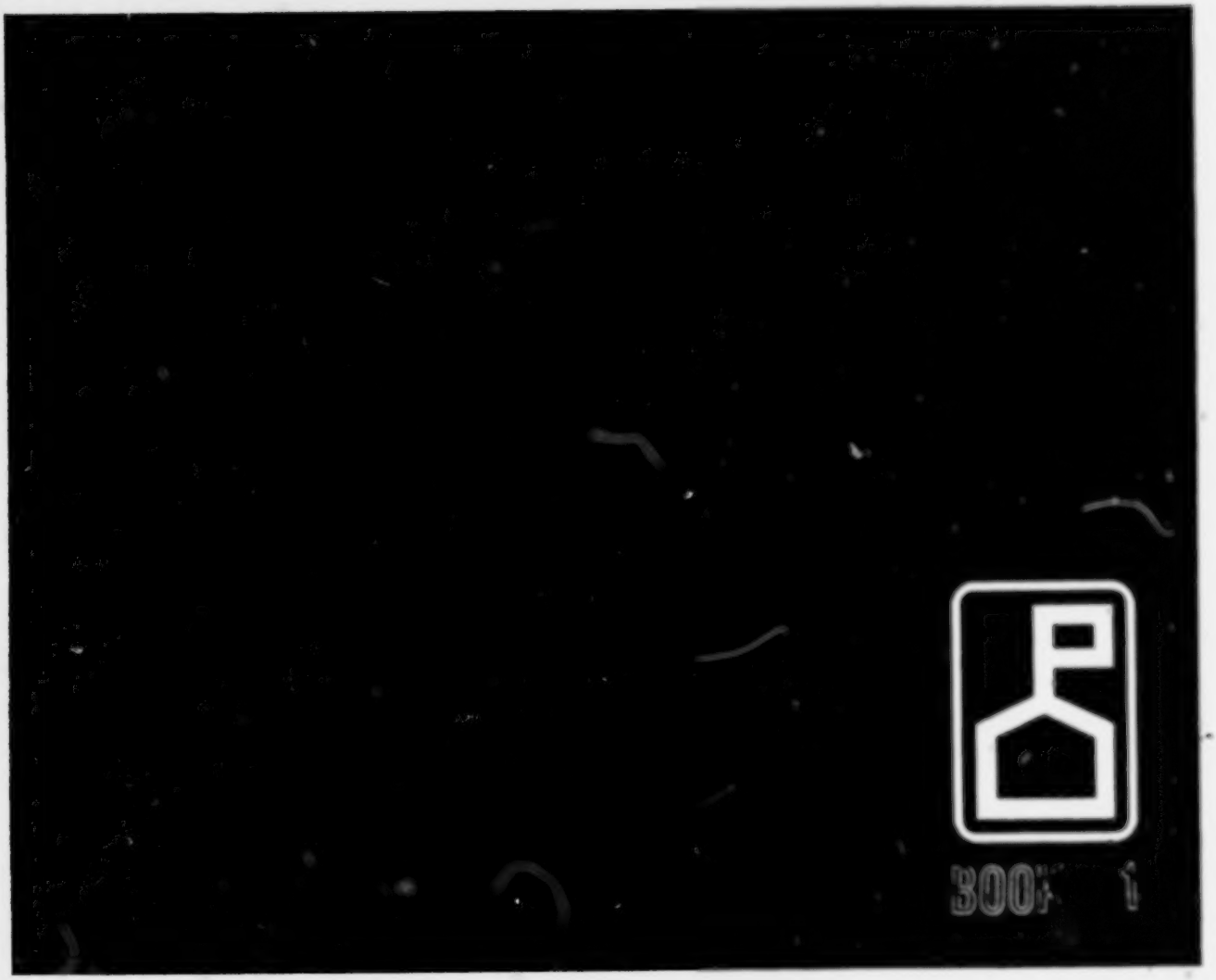
The Bureau of School Planning from its inception in 1927 has employed the problem solving approach to planning rather than attempting to develop standards for school design and encourage their use. Under this philosophy each school is planned as a separate and unique project. This requires that members of a planning team including the architect, educator, and planner from the Bureau bring to the conference table their knowledge and evaluations of today's trends in school design.

This publication is planned to encourage school officials and planners to visit the schools presented and similar ones so as to become informed about new planning concepts and trends in school housing. Many of these concepts and trends are illustrated in this publication. For example, the "big block" school with its internal corridors and windowless classrooms is becoming a rarity. Most schools are going back to the "campus plan" concept, using landscaped courts and natural materials to create an informal environment. The school site is being used more efficiently, and the school buildings are becoming somewhat more compact than they were in the past. Most recent school buildings have a minimum width of at least 60 feet, and generally this area is a clear span without columns or bearing walls. The "cluster-plan" has almost universally replaced the "finger-plan" concept for elementary schools. This arrangement of classrooms around a core area encourages cooperation between teachers by giving them opportunities to share multiuse areas, resource centers, and teacher preparation areas, all adjacent to their classrooms. Better acoustical control and better lighting is evident, and technology is enabling these comfort factors to be coordinated with flexible interiors.

Today, when flexibility is a universal need, care must be taken to meet this need to the full extent that the budget permits. For example, the high cost of folding walls may make it necessary to seek other answers to flexible space. One alternative might be to leave large areas undivided. The decision to do away with folding walls may result in sufficient savings being made to permit the installation of air-conditioning and carpeting. Recently constructed school buildings clearly demonstrate that there can be no retreat to the rigid space planning of the past.

The three most dramatic trends are spaces divided by movable cabinets rather than walls, almost total acceptance of carpets, and air-conditioning. These are basic features of the school today. The future will bring new requirements which will demand imaginative and daring solutions. Planning teams must therefore be constantly endeavoring to improve their ability to do the research and evaluation required to determine the needs and features of tomorrow's school.

Arthur D. Nieblas Elementary School *



* Financed under the State School Building Aid Program

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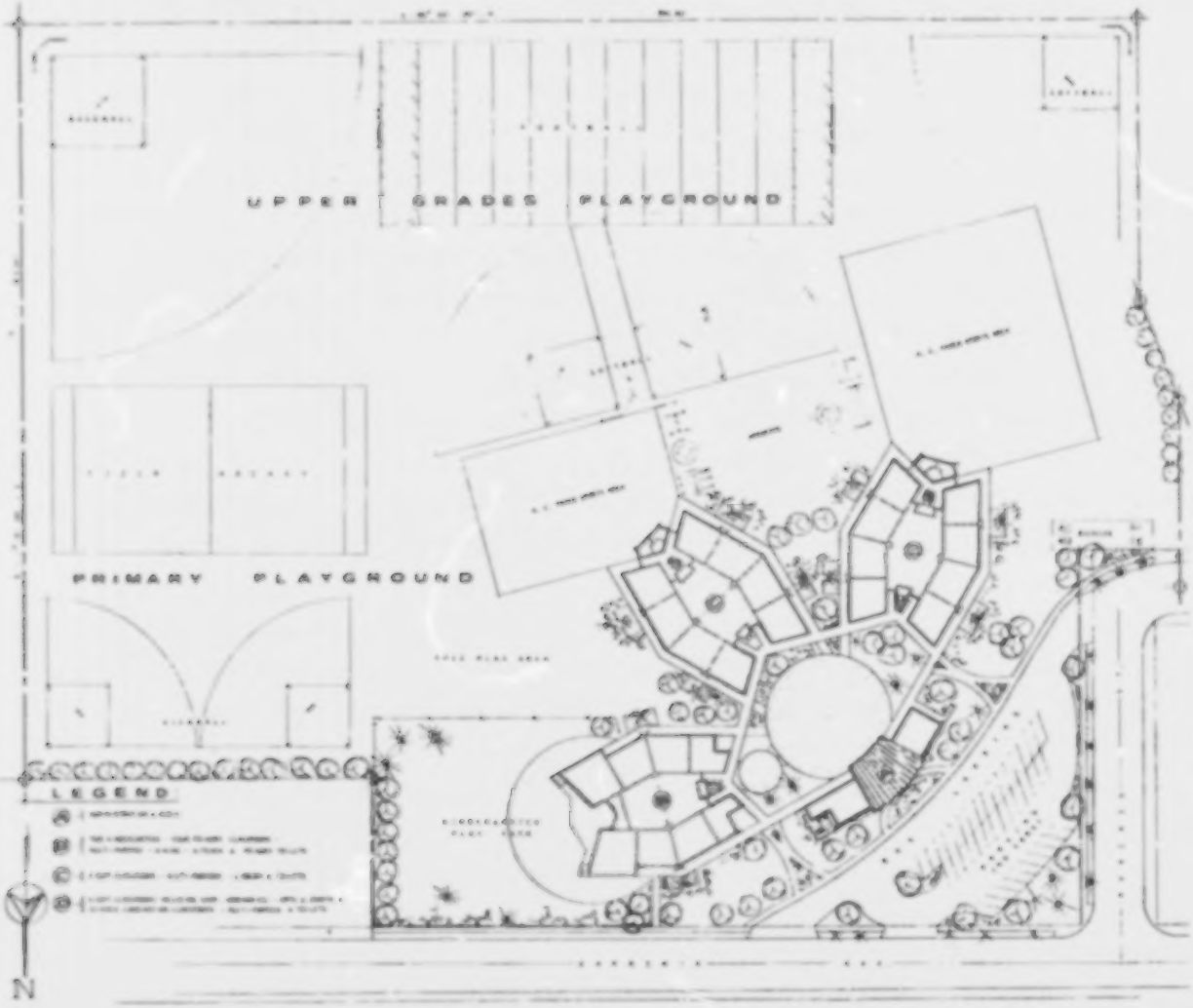
Arthur D. Nieblas Elementary School
Fountain Valley School District
Edward W. Beaubier, Superintendent
Carmichael and Kemp, Architects
Harry C. Schwilke, Field Representative

Completed 1965



SITE PLAN

Arthur D. Nieblas School has four buildings grouped around a court that is used for outdoor dining, school carnivals, and community activities. A platform located near the entrance to the music room is the focal point of the court.

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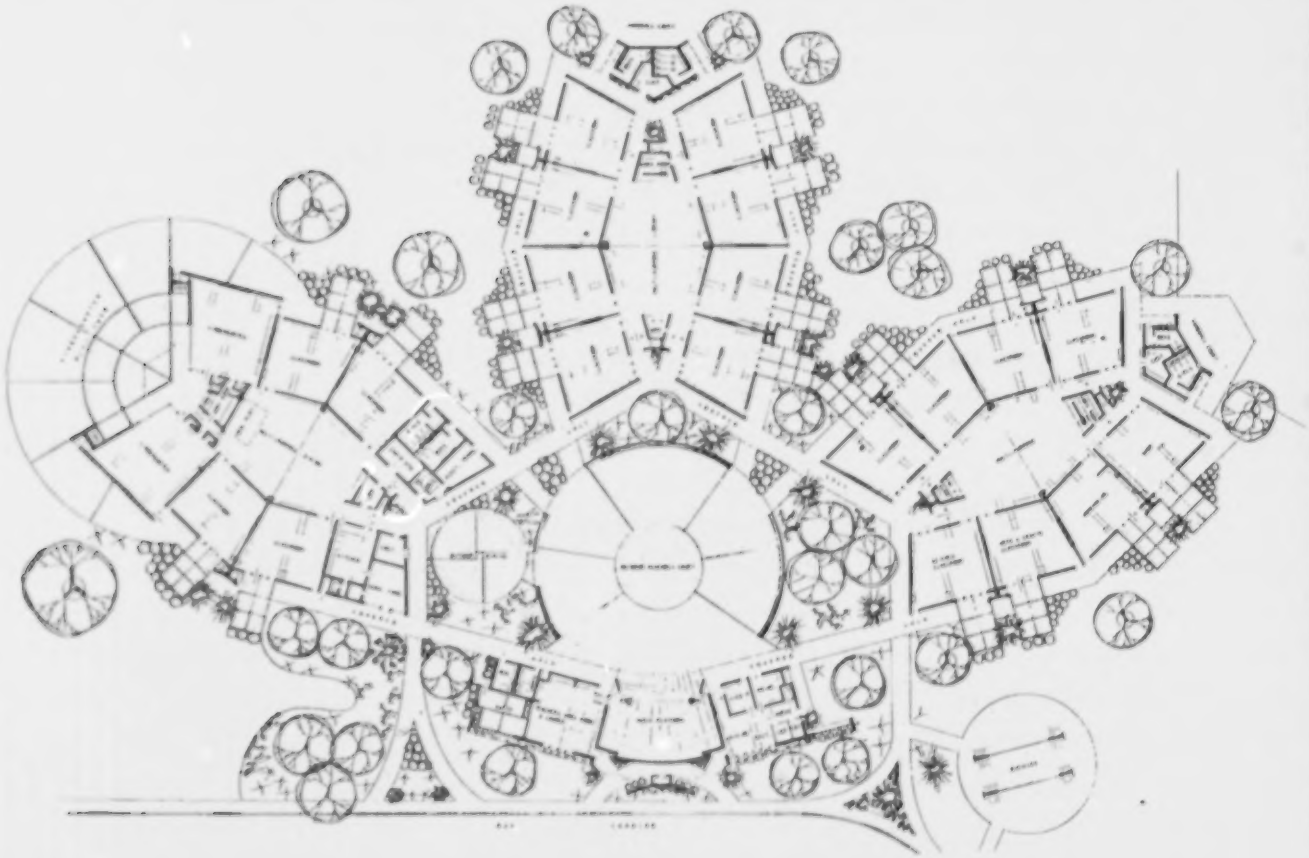
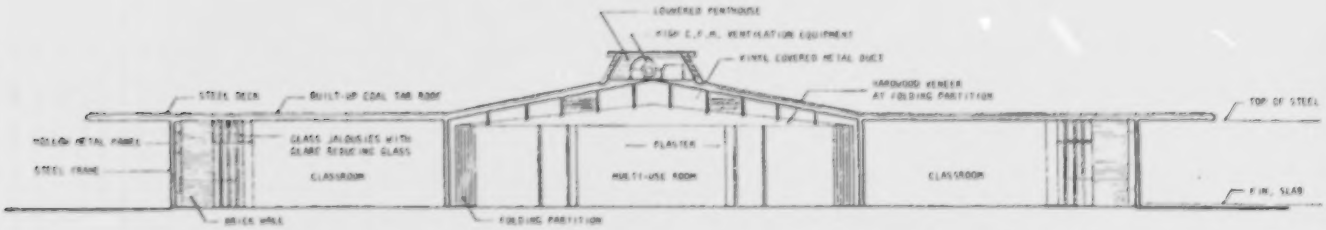


PLAN

The classroom buildings house eight classrooms around a core area of 2,400 sq. ft., which is divisible into two 1,200 sq. ft. spaces, each serving four classrooms. This core area is used for library activities, dramatics, audio-visual presentations, and television viewing. The classrooms are equipped with movable cabinets that may be used to arrange spaces for different activities. The backs of the cabinets are either pin-board for displays, or chalkboard. Each block of four classrooms relates to an outdoor teaching space.



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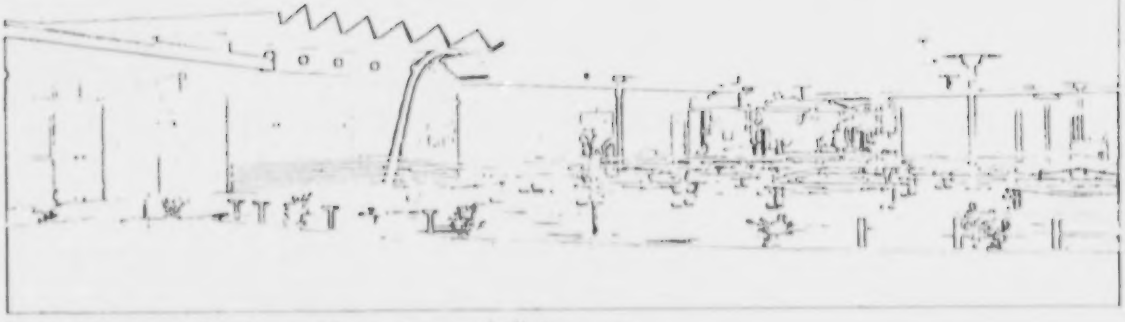
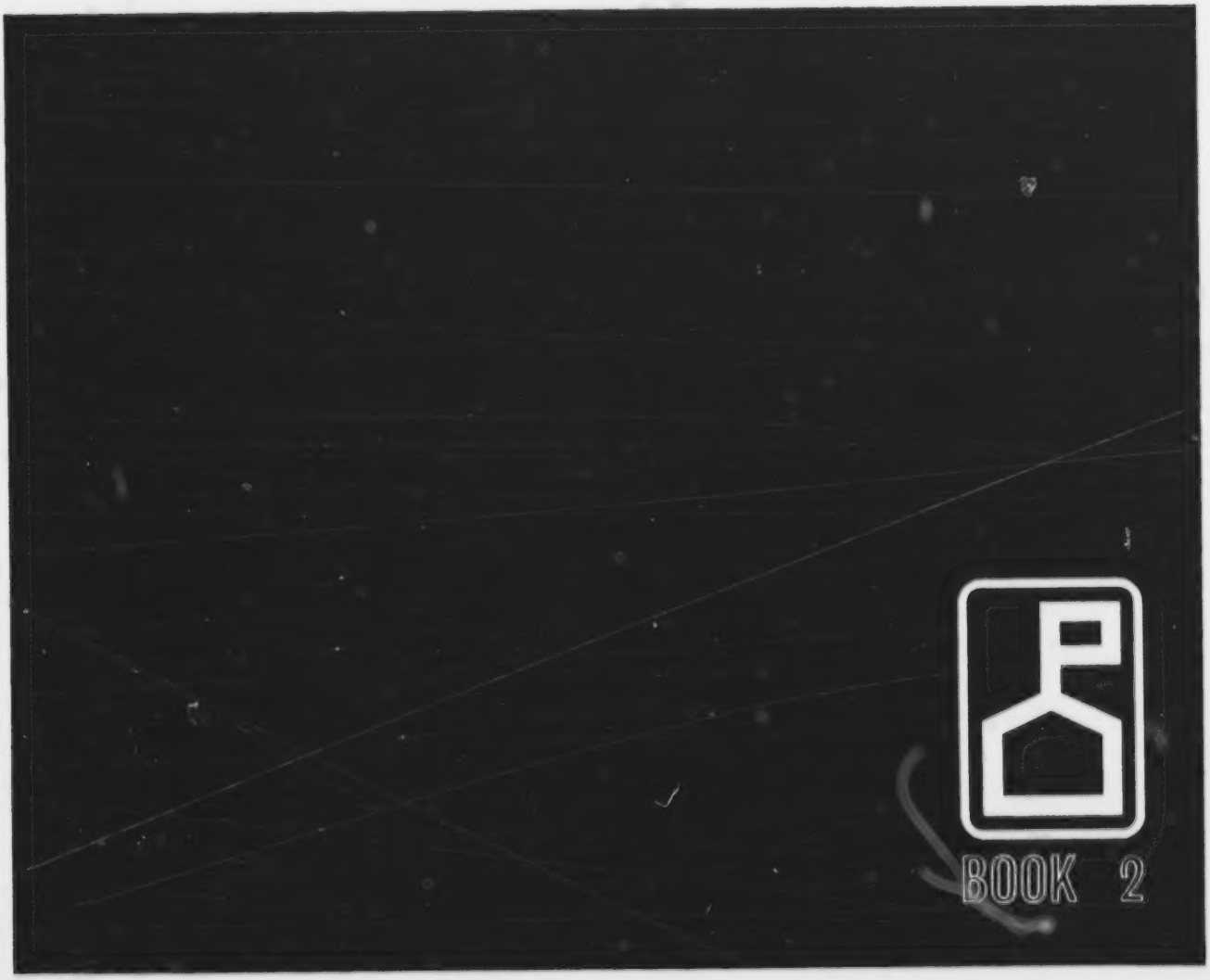


Assembly court showing outdoor stage and dining area.

Typical multiuse area.

Canyon Elementary School



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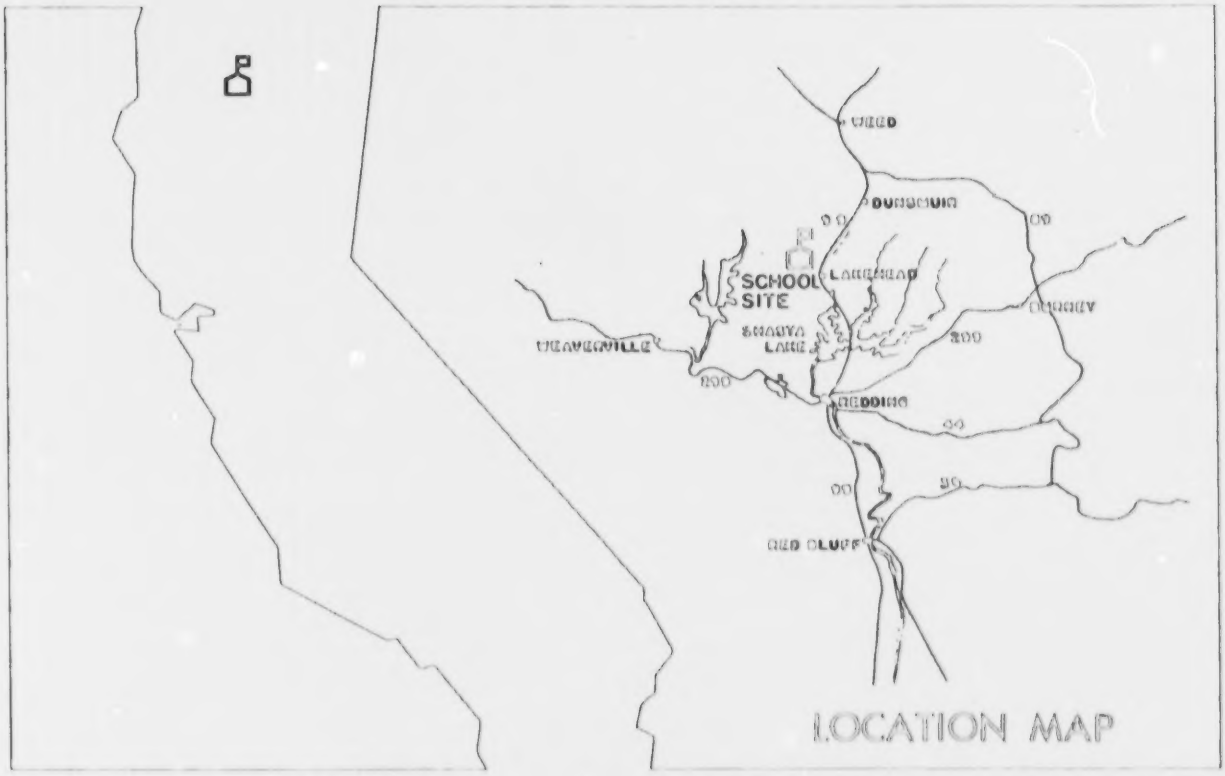
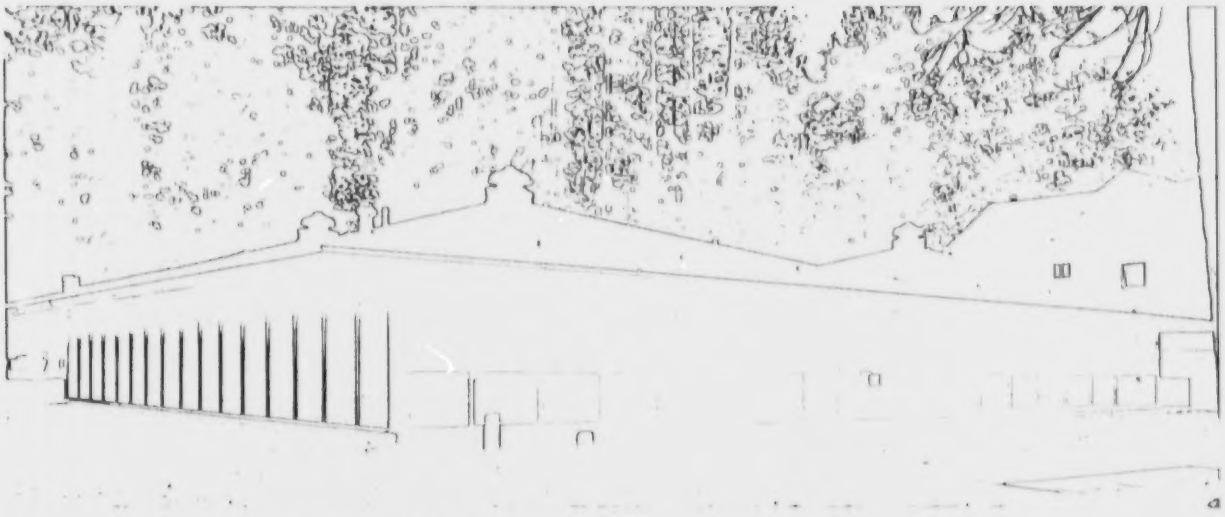


Canyon Elementary School
Canyon Union District
Mrs. Lucille Humphreys, Principal
Smart and Clabaugh, Architects
William J. Wynn, Field Representative

Completed 1963



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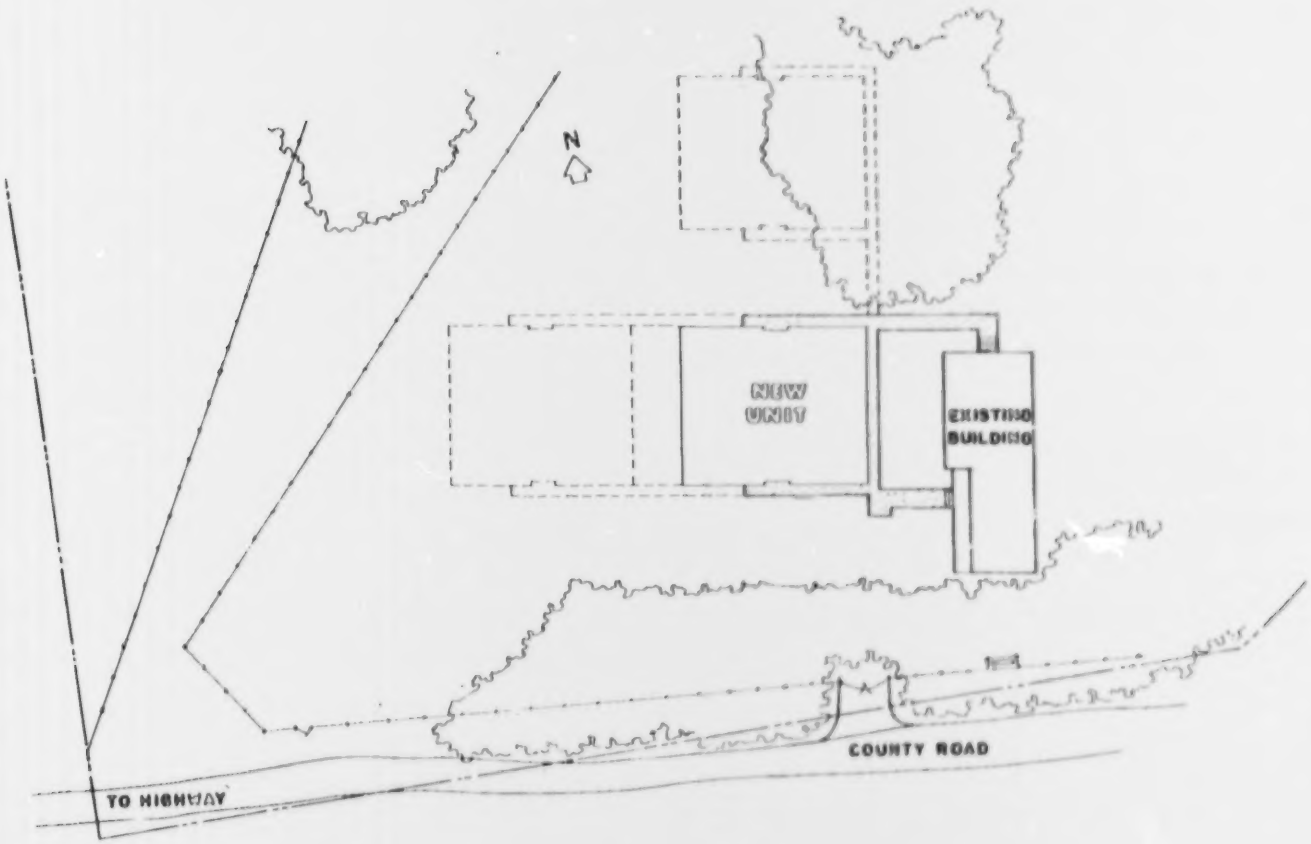
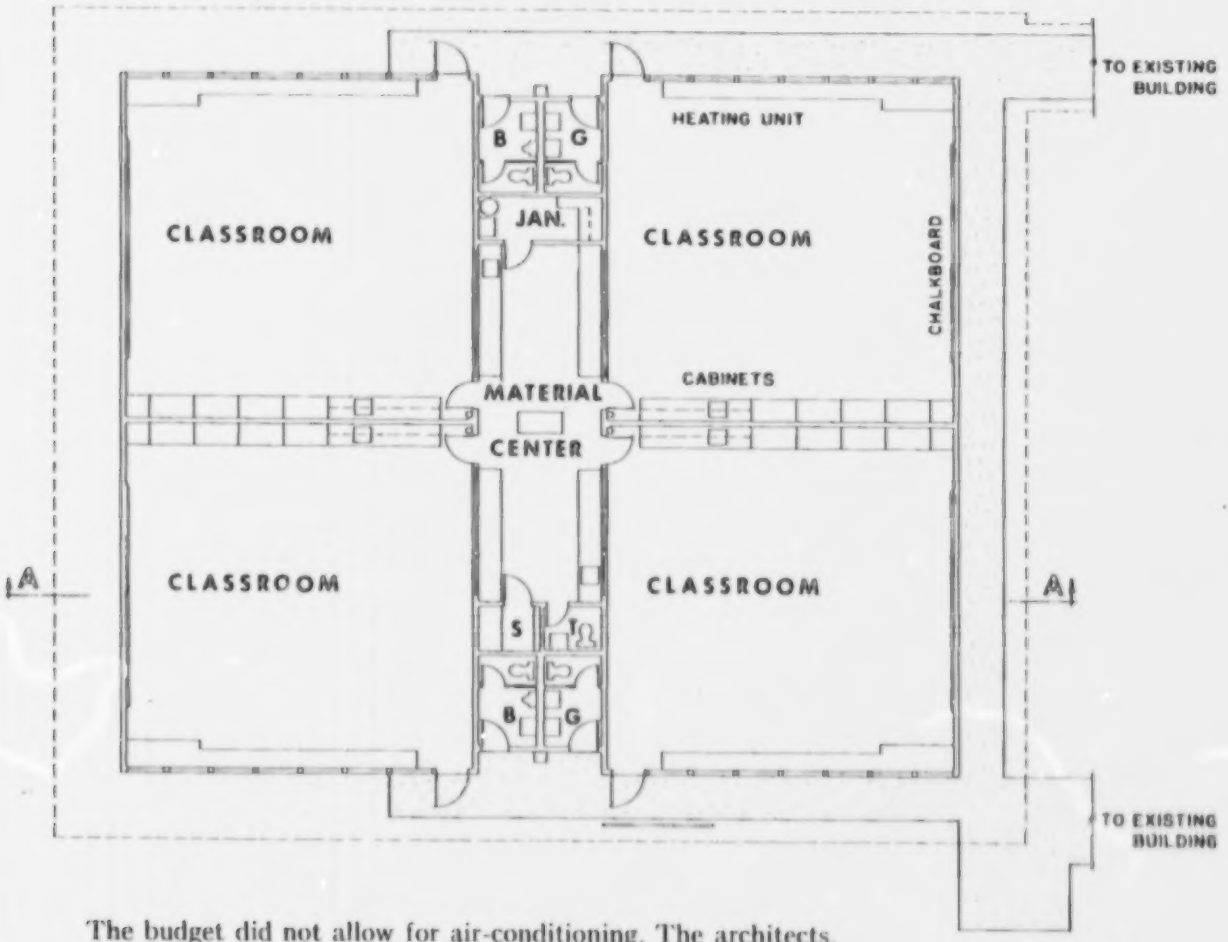


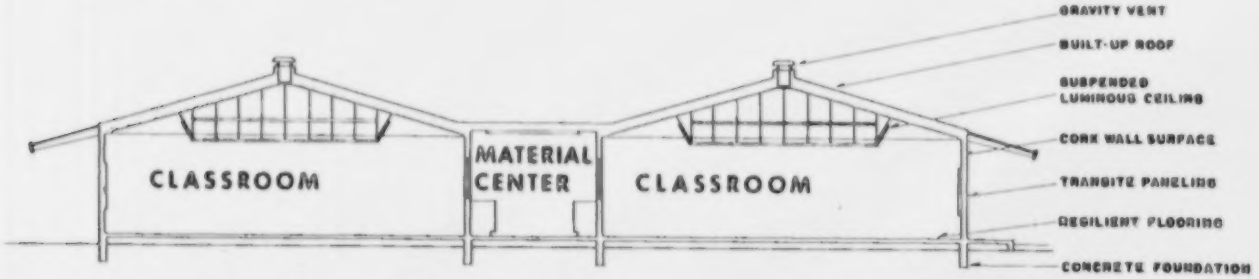
SITE PLAN

Canyon Union School is in the Shasta Lake area, north of the lake and among the pines. An old existing building was remodeled to serve as a cafeteria and assembly hall, and a separate classroom unit was constructed. A new unit was built to house four classrooms and a large material center and teachers' work area.



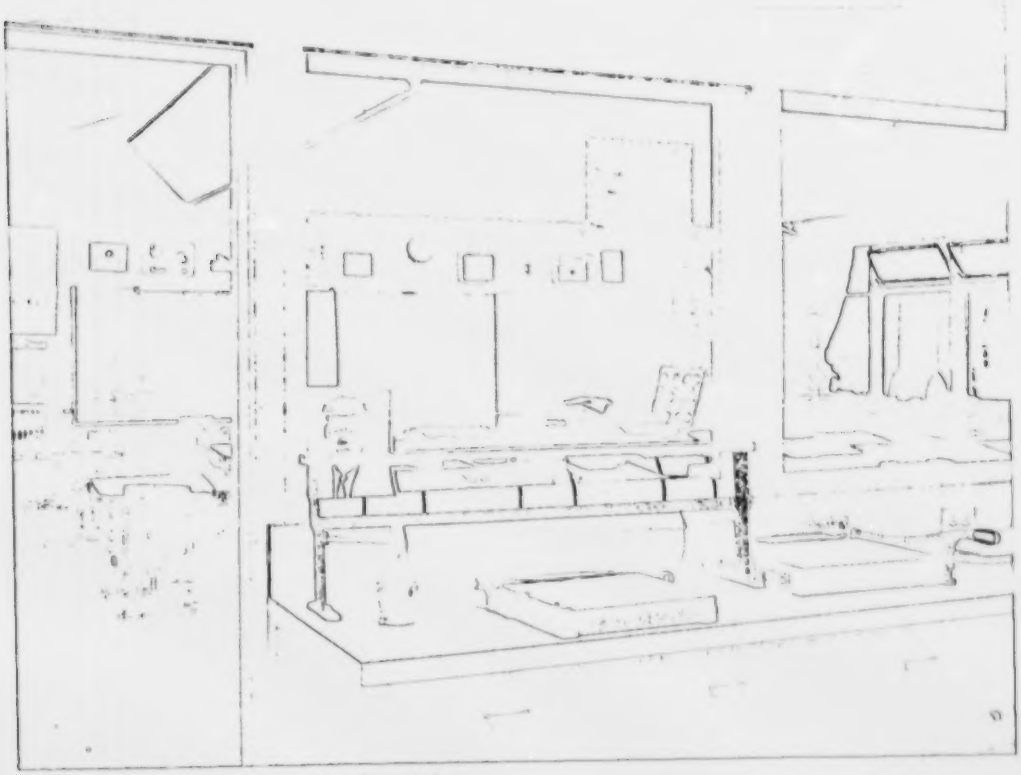
PLAN

The budget did not allow for air-conditioning. The architects, therefore, developed a ventilation system that operated similar to that of an Indian teepee. The roof is designed in a pyramidal shape to funnel heated air through the ventilators at the peak. Each classroom has a manually controlled vent in the ceiling which may be opened for the air in the room to be drawn into this funnel and exhausted. A suspended luminous ceiling is used as the electric lighting system. The plastic diffusers are installed below ceiling level to permit free air passage over them to the ventilator. Heat reflective roofing and protective eaves aid materially in the maintenance of a comfortable interior environment.



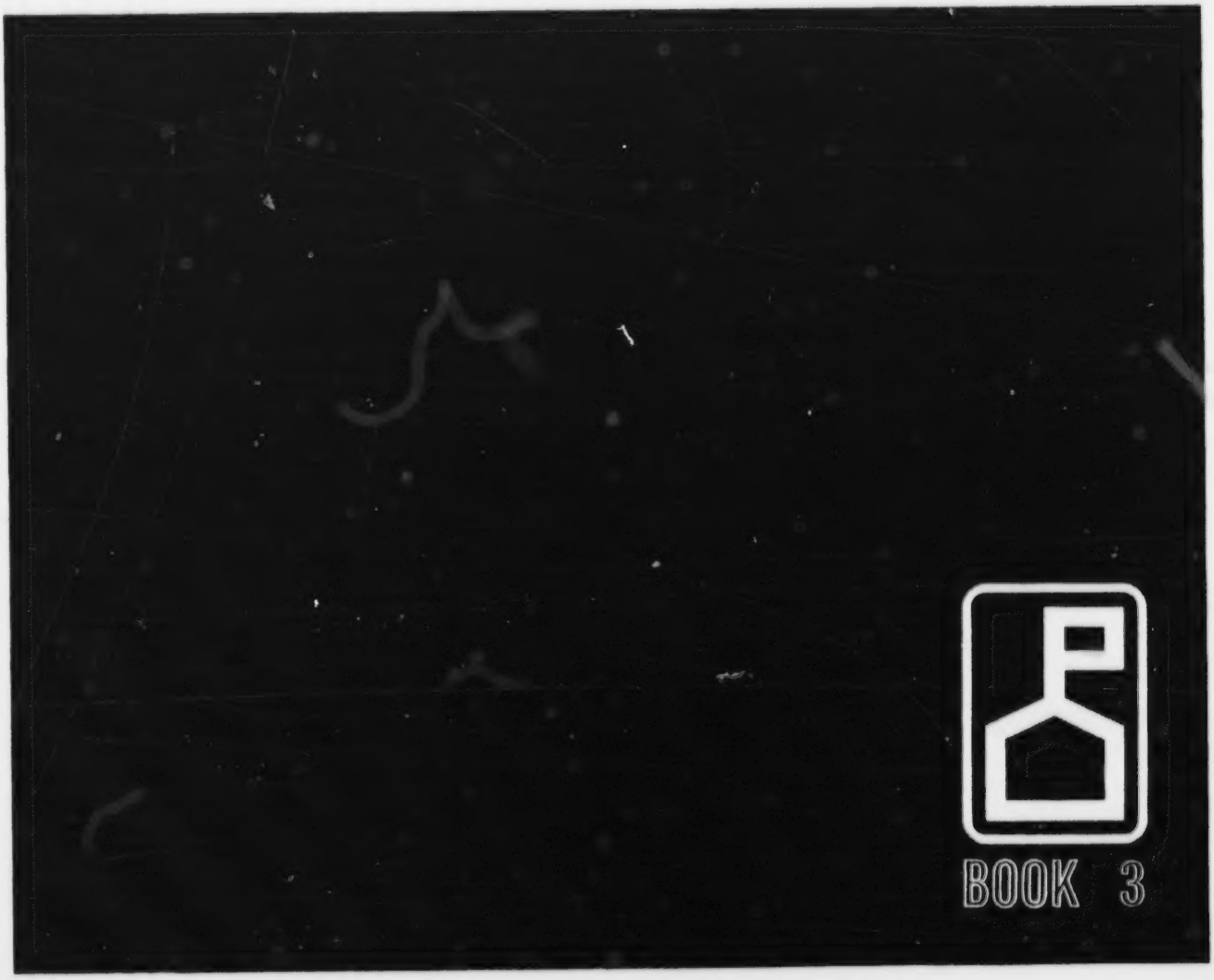
SECTION

Typical classroom.



Material center and classroom beyond.

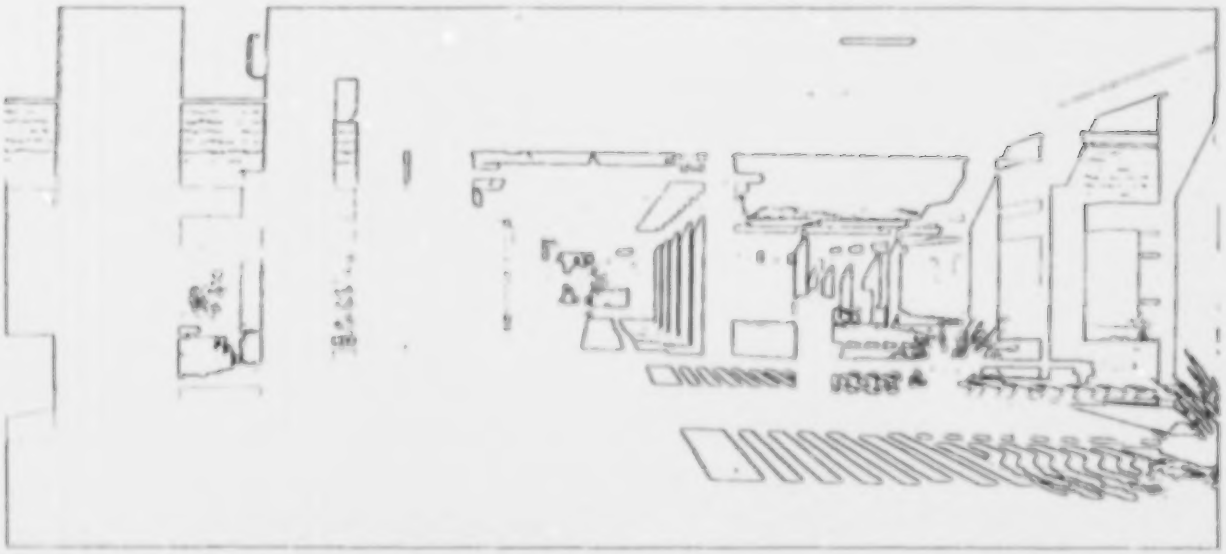
Caroline Davis Intermediate School *



* Financed under the State School Building Aid Program

Caroline Davis Intermediate School
Oak Grove School District
Leonard Herman, Superintendent
Kal H. Porter, Don Jensen & Associates, Architects
James H. Orsburn, Field Representative

Completed 1965



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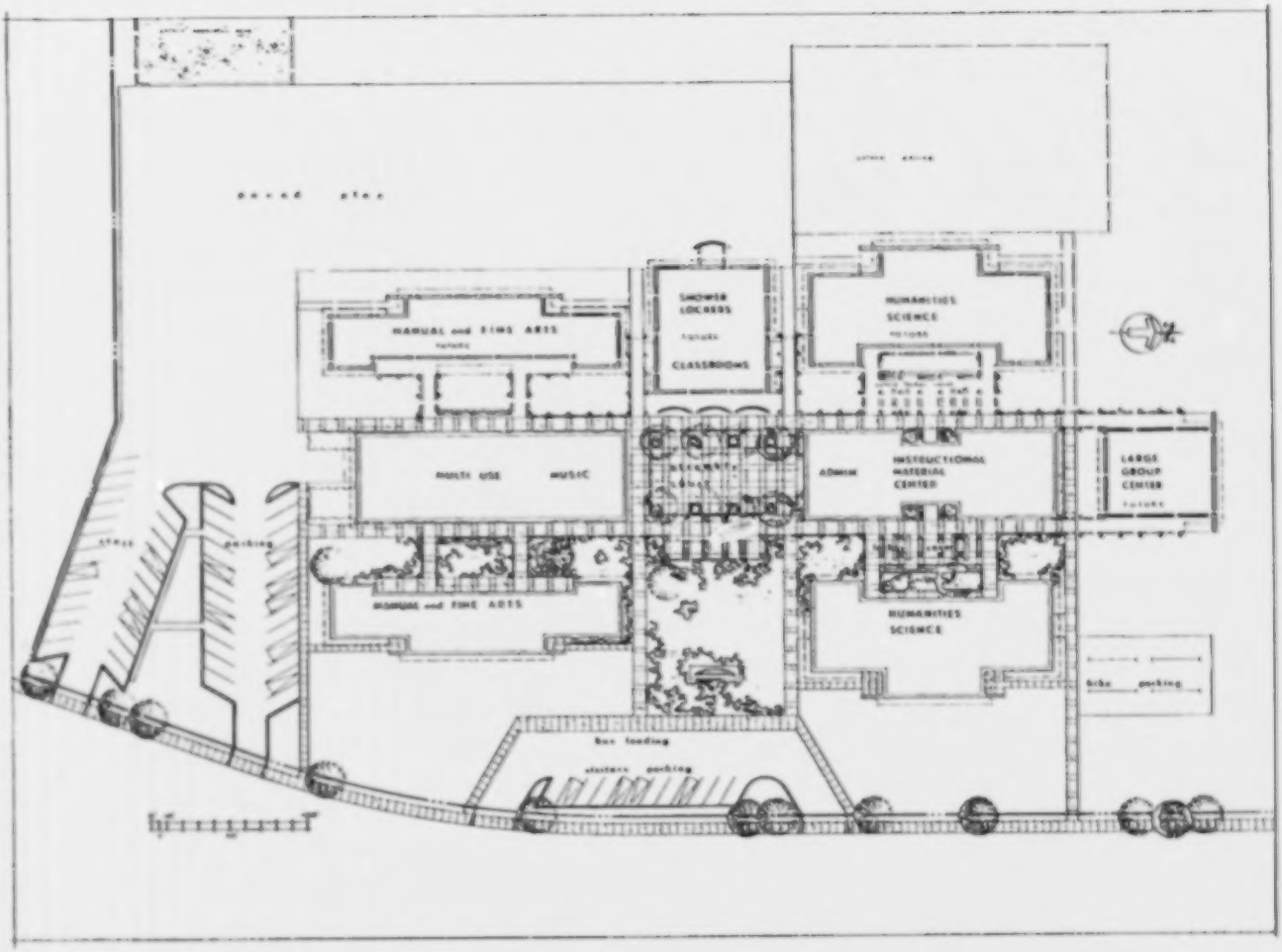
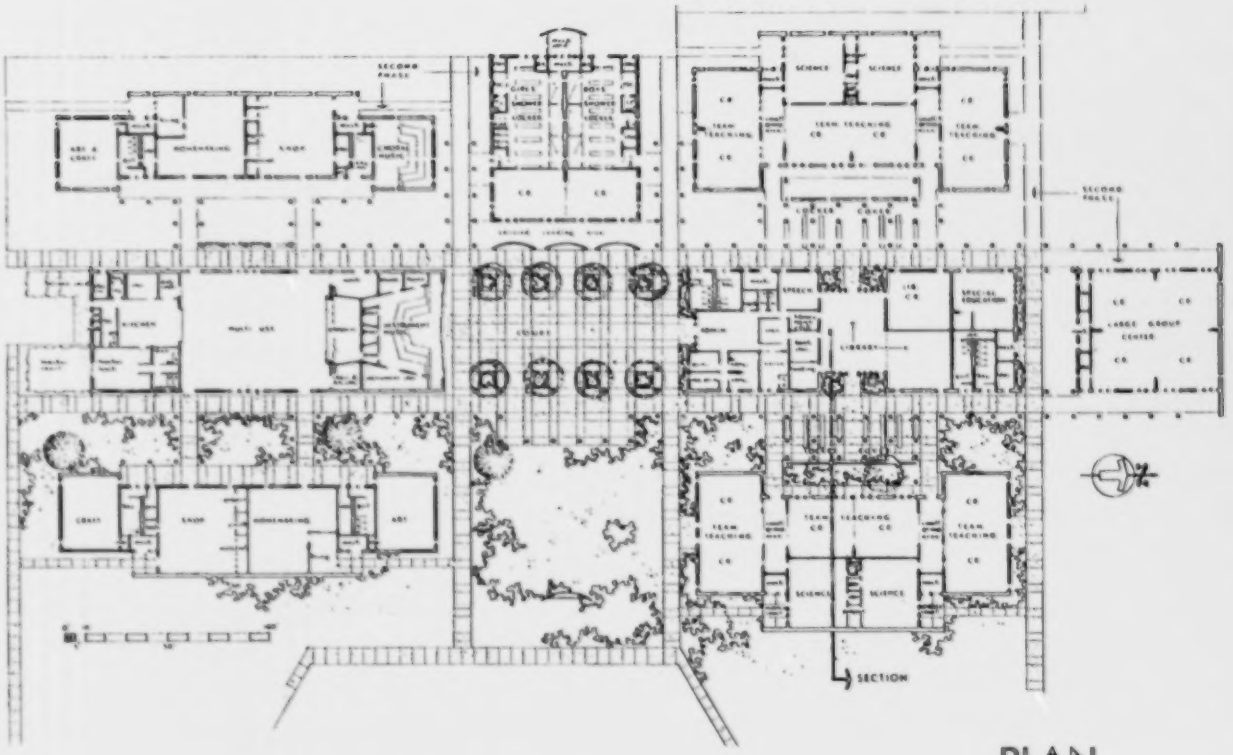


SITE PLAN

Caroline Davis School in Santa Clara Valley is designed for conducting an educational program for grades seven and eight. Classes in English, history, science, and the like are housed in two small self-contained units. The special facilities needed for homemaking, music, arts and crafts, shop instruction, and a central library relate well to these classroom buildings. The shingled roof and exterior walls of textured brick harmonize this school with the residential structures in the area.

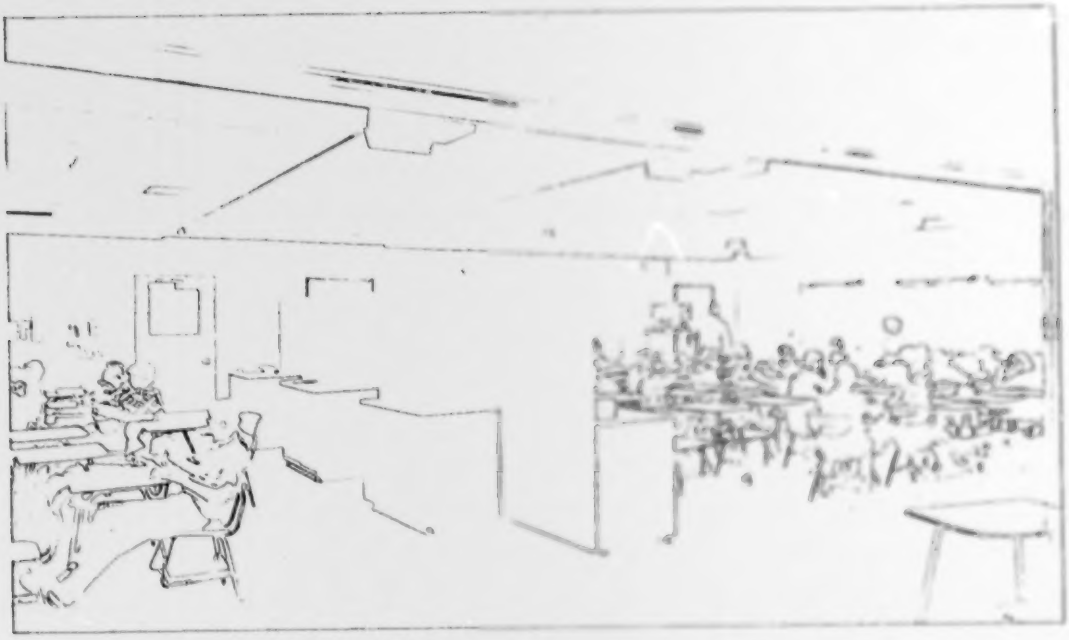


PLAN

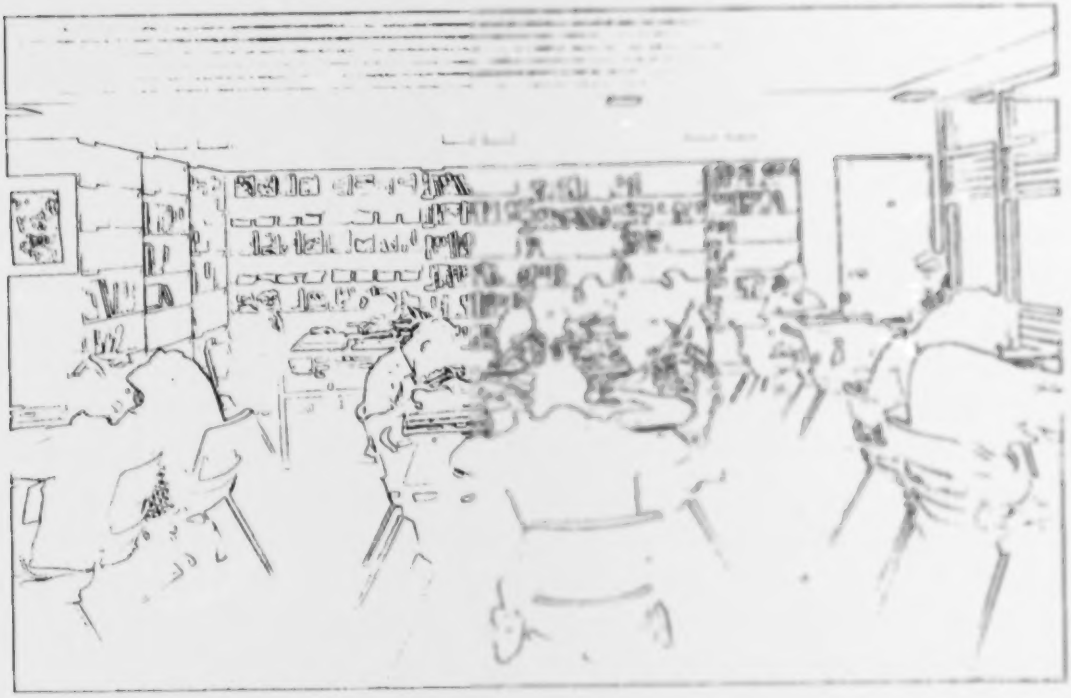
Caroline Davis School is designed to encourage cooperative teaching. This is accomplished by the provision of folding walls between the classrooms. All instructional areas other than those used for special purposes are carpeted. Corridors adjacent to the classrooms are designed so that they may be used as study areas throughout the school year and for traffic when the weather is inclement. The instrumental room has a sliding exterior wall that opens onto a central outdoor court to make the room a stage for band concerts and other school activities.

22

SECTION

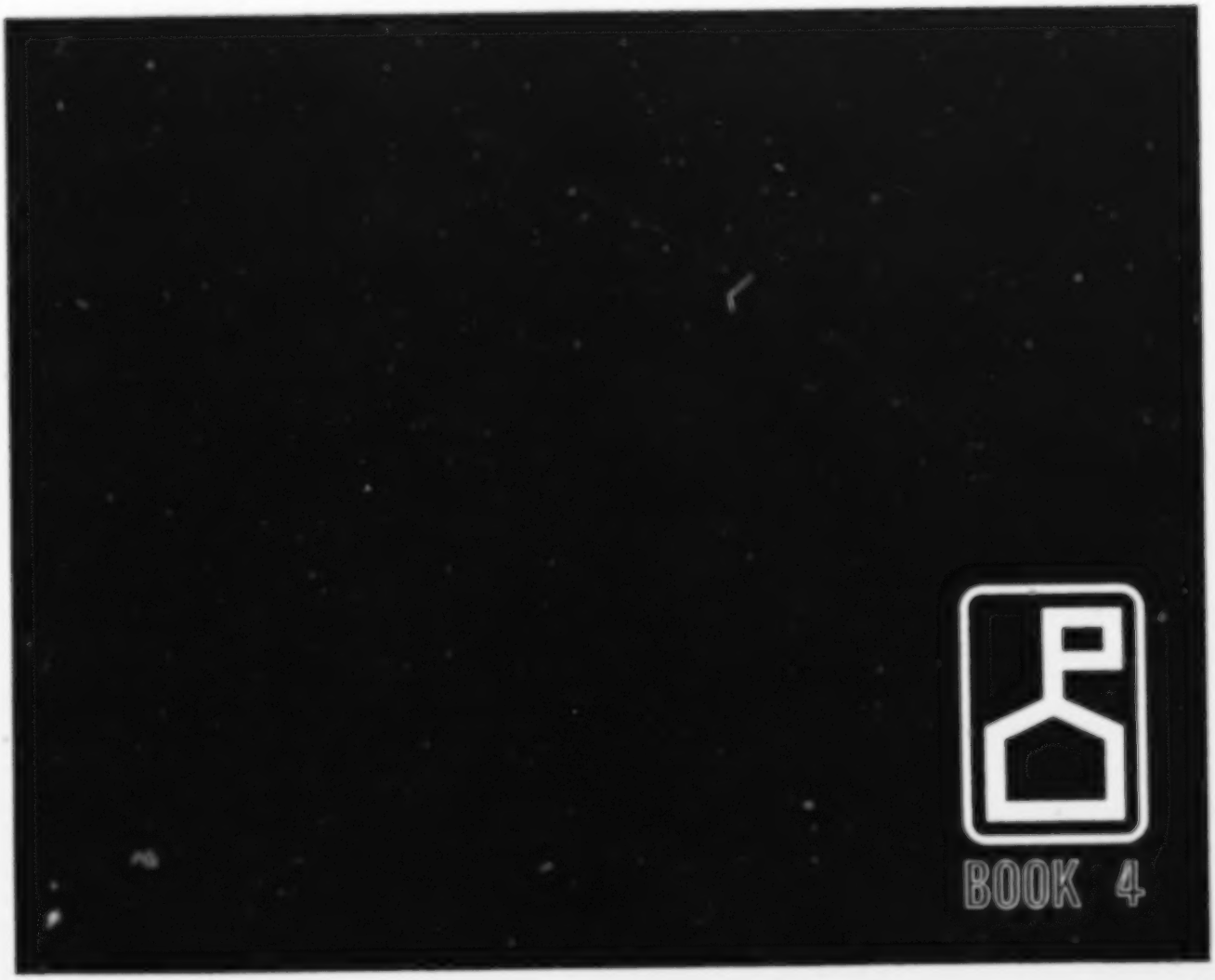


An attractive space divider—mobile too!



A study alcove.

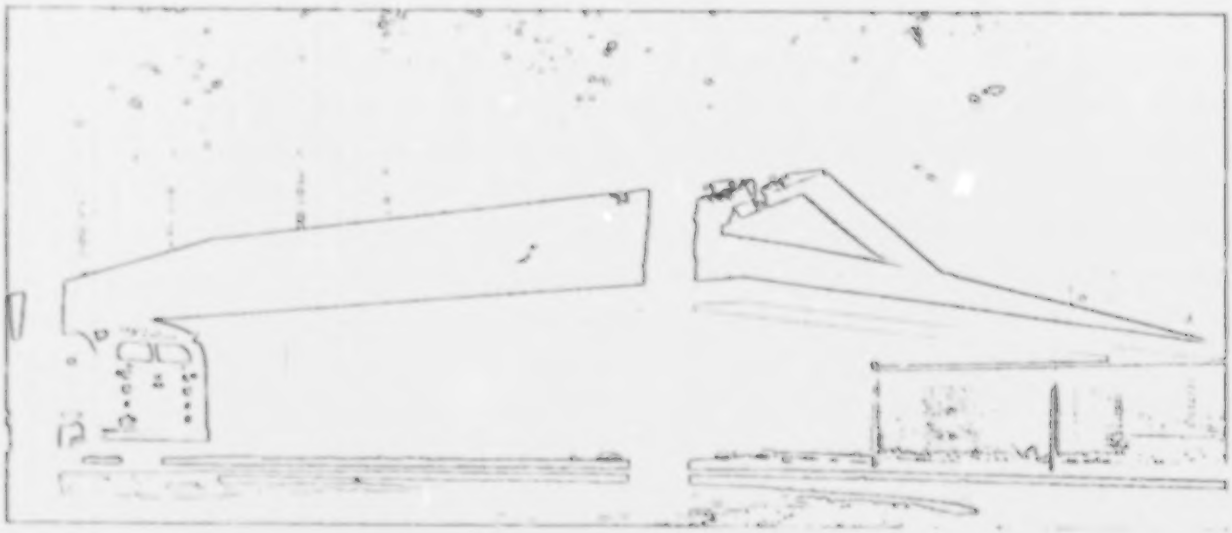
Cohasset Elementary School *



* Financed under the State School Building Aid Program

Cohasset Elementary School
Chico Joint Unified School District
Roland J. Ingraham, Superintendent
Stanley Frame, Principal
McGuire & Eatough, Architects
William J. Wynn, Field Representative

Completed 1965



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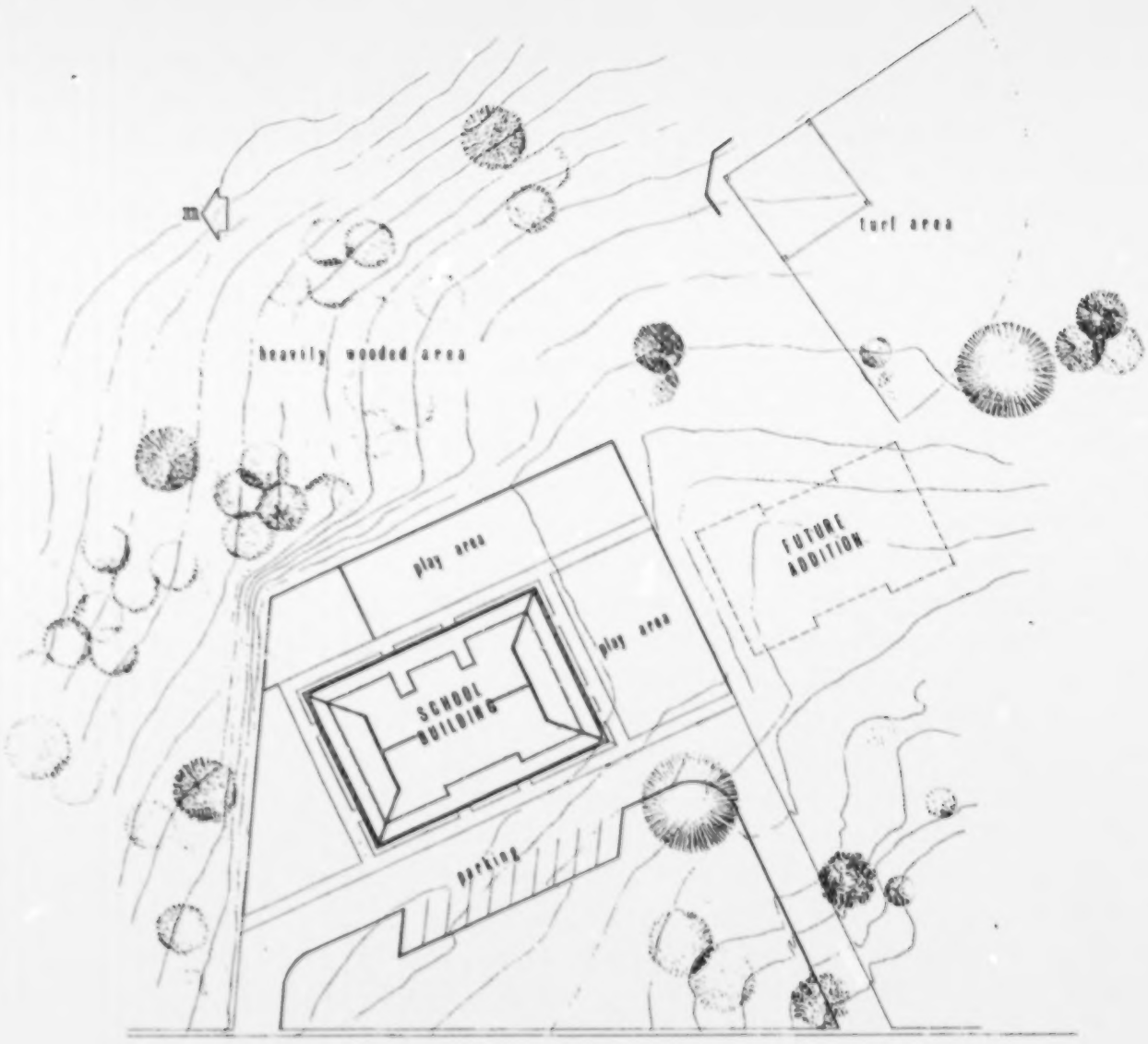

SITE PLAN

Cohasset Elementary School is in a rural mountain area, with a climate that varies from extreme cold to very hot. The building has a steep gabled roof, broad overhangs, and redwood exterior walls. This unusually lovely school plant is appropriate to its mountain setting of large pine trees.

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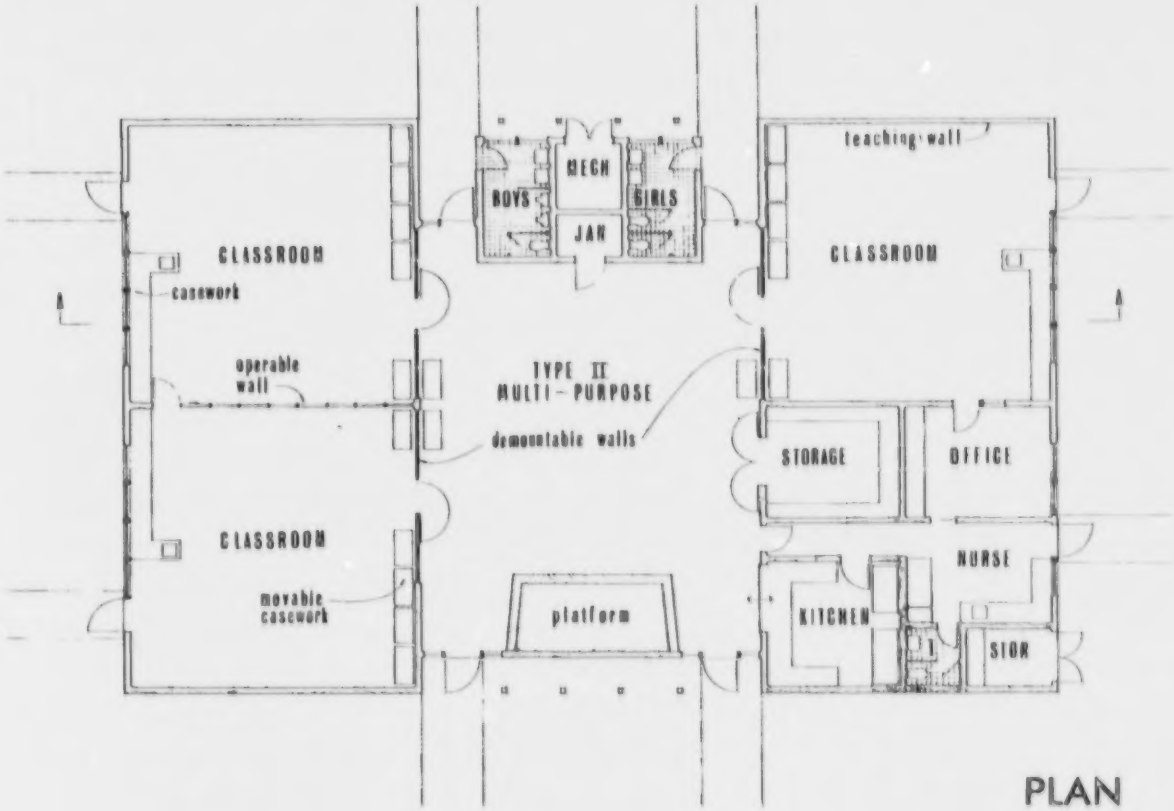
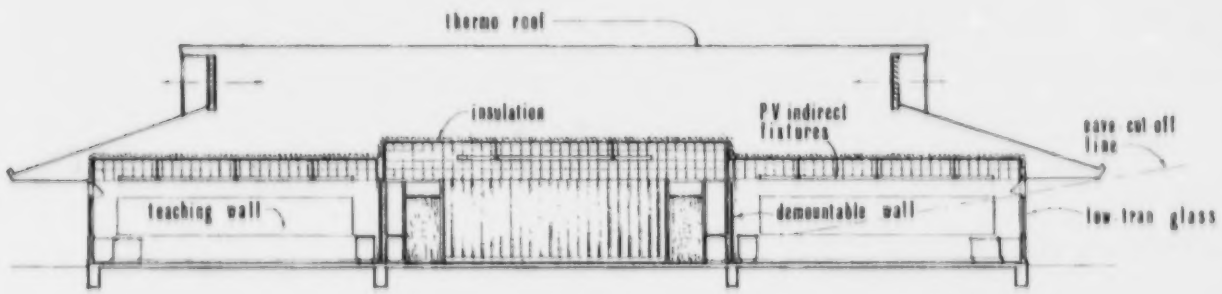


PLAN

The three-classroom, cluster-type school building has a central multipurpose area for indoor games, food service, and dancing, which is also used during the school year as a community hall and during the summer months as a community library. The interior spaces have achieved flexibility with demountable walls and folding walls. Reflective asbestos shingles and a ventilated attic minimize heat gain in summer. All artificial lighting is indirect. Daylighting is controlled by the eaves and by use of low transmission glass.



27

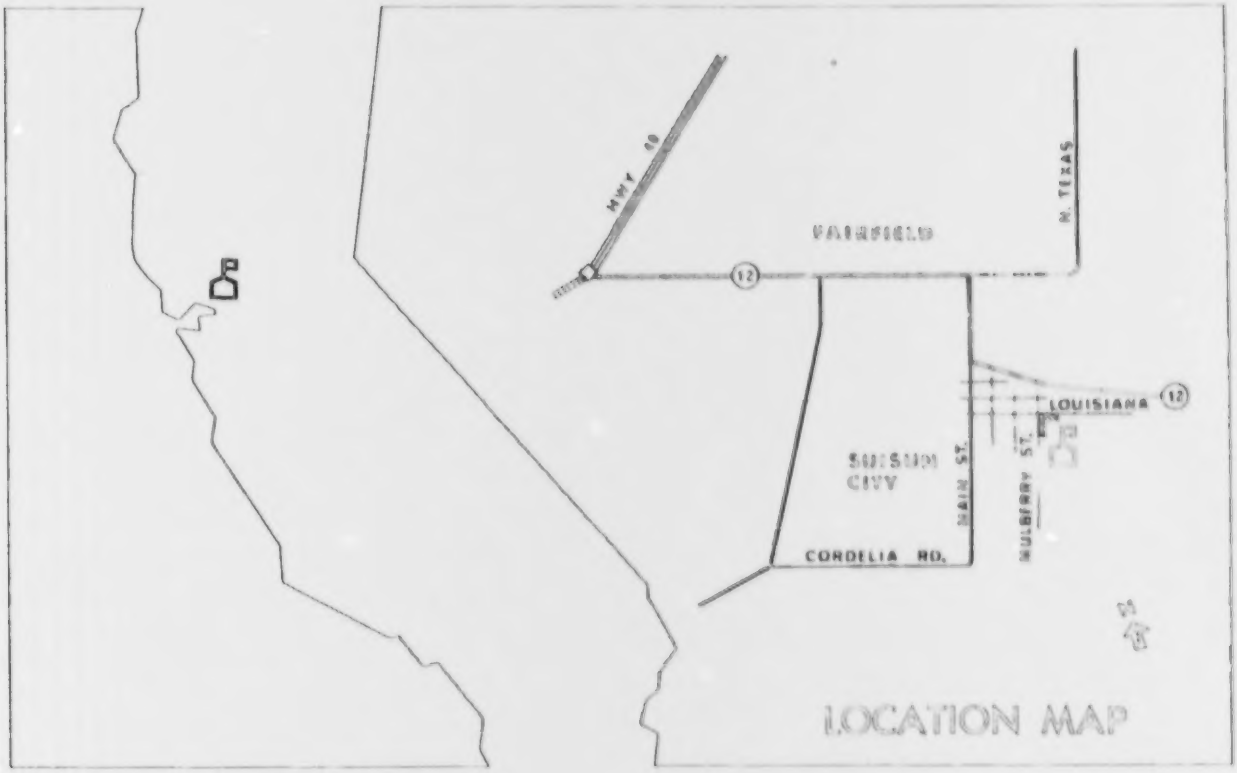
SECTION

This folding wall is a tack board.

Our multiuse room is big.

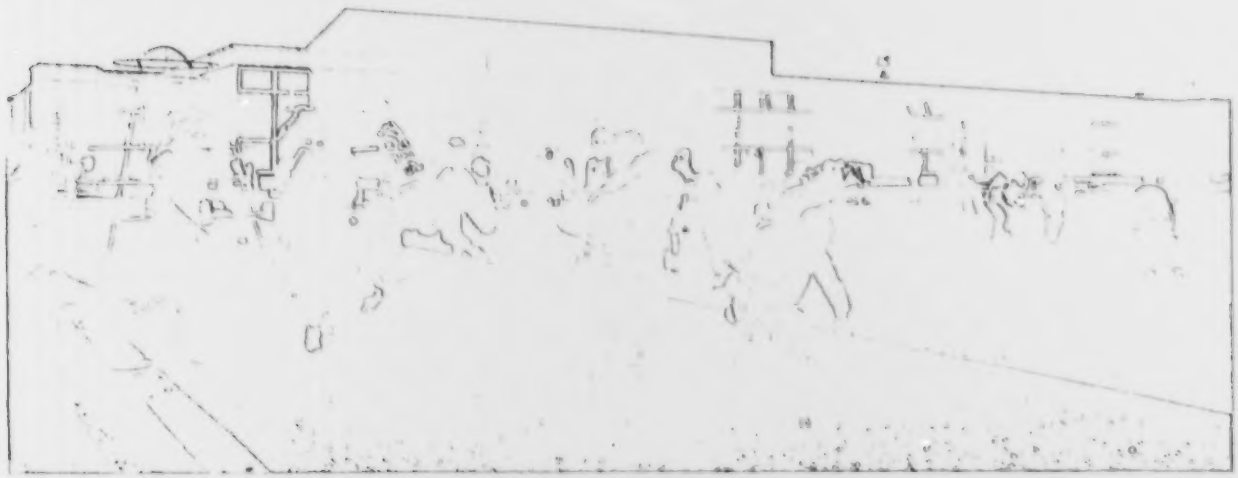
Crescent Elementary School *

* Financed under the State School Building Aid Program



Crescent Elementary School
Crystal Union School District
Guido Colla, Superintendent
Van Bourg, Nakamura and Associates, Architects
Claude M. Rupel, Field Representative

Completed 1964



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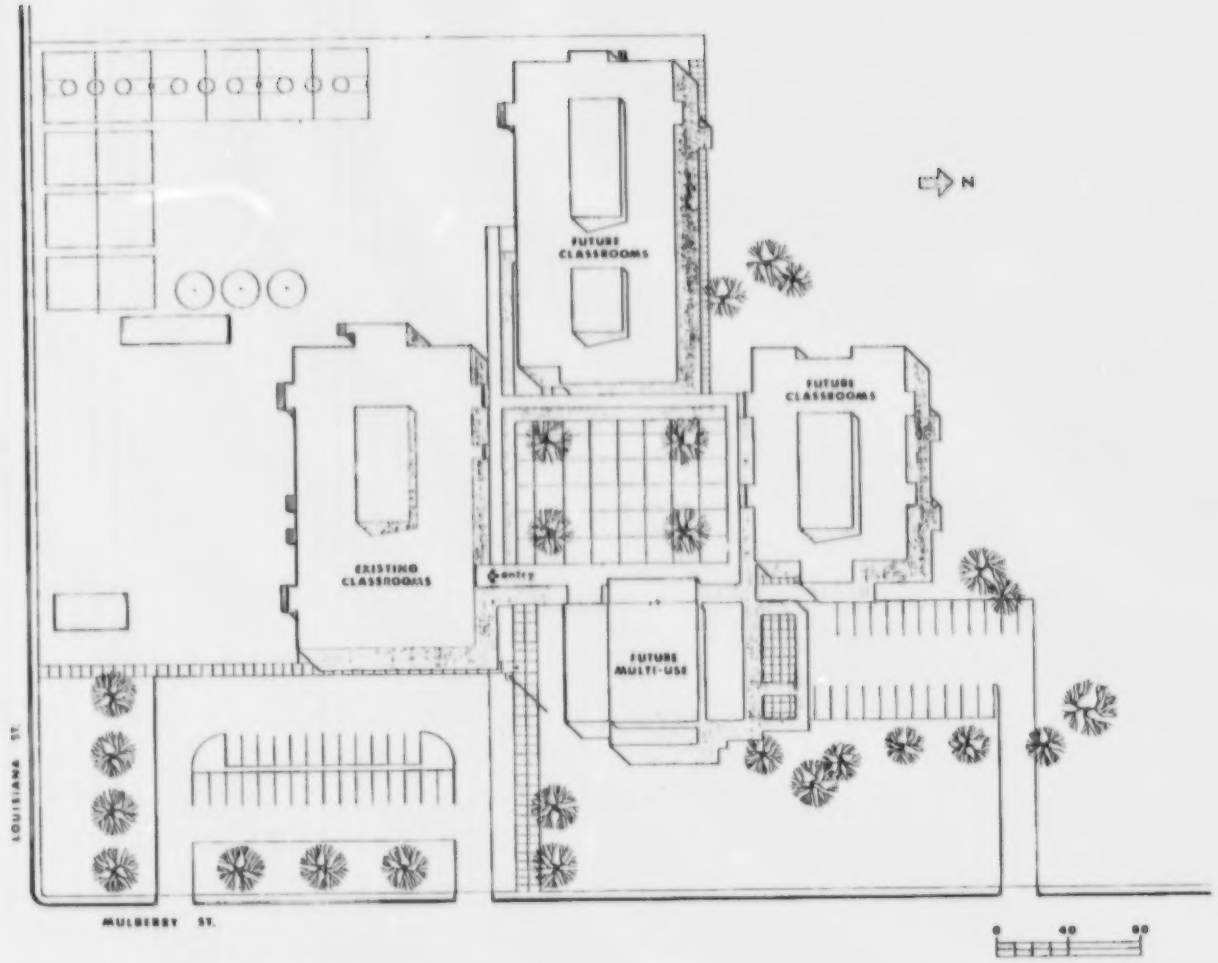
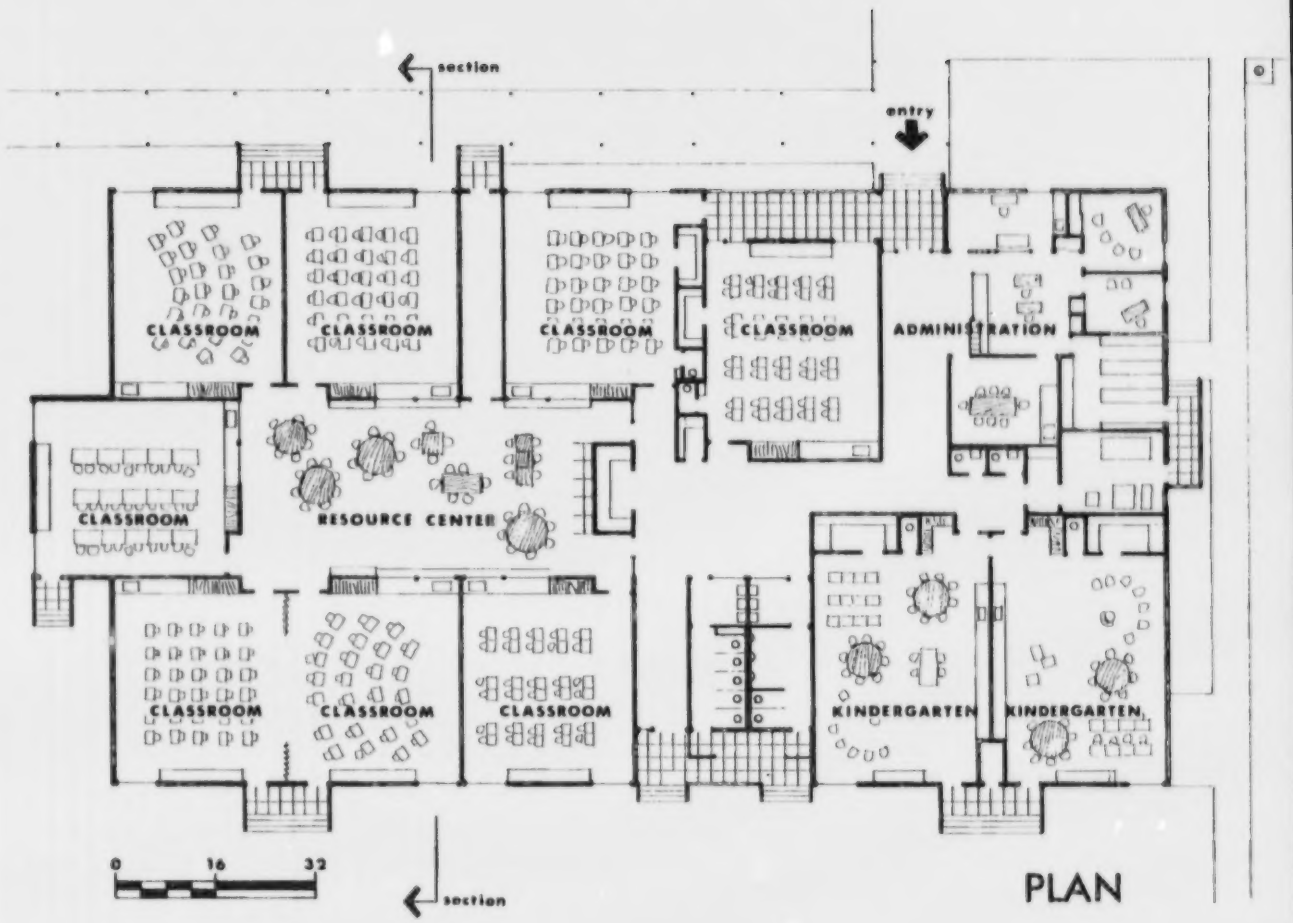
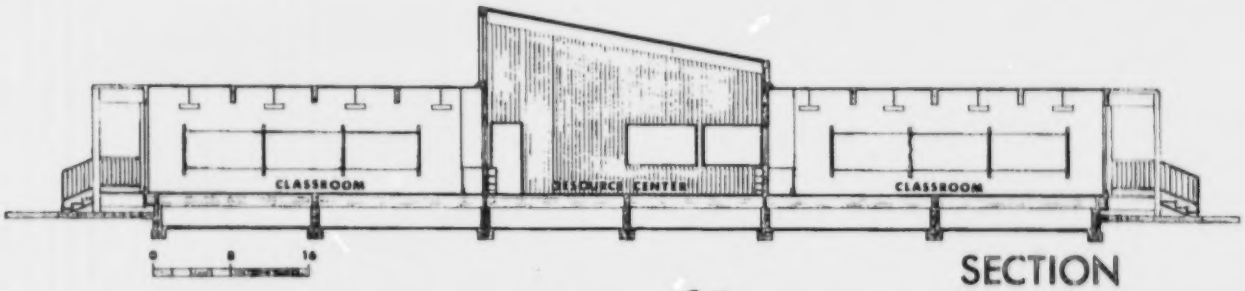


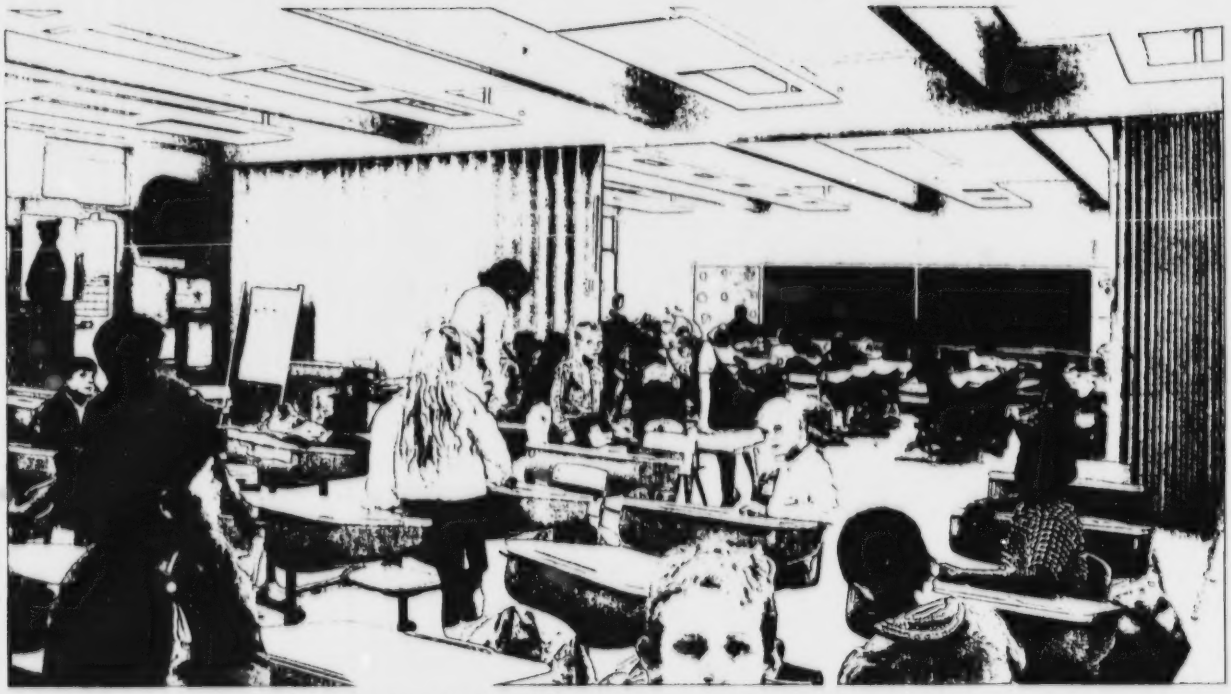
SITE PLAN

Crescent Elementary School is on reclaimed swamp land in the Suisun City delta area. During the rainy months this soil becomes saturated and, therefore, the buildings are raised above the ground level. The exterior siding is stained resawn cedar. This contributes to an architectural character appropriate to the delta region.

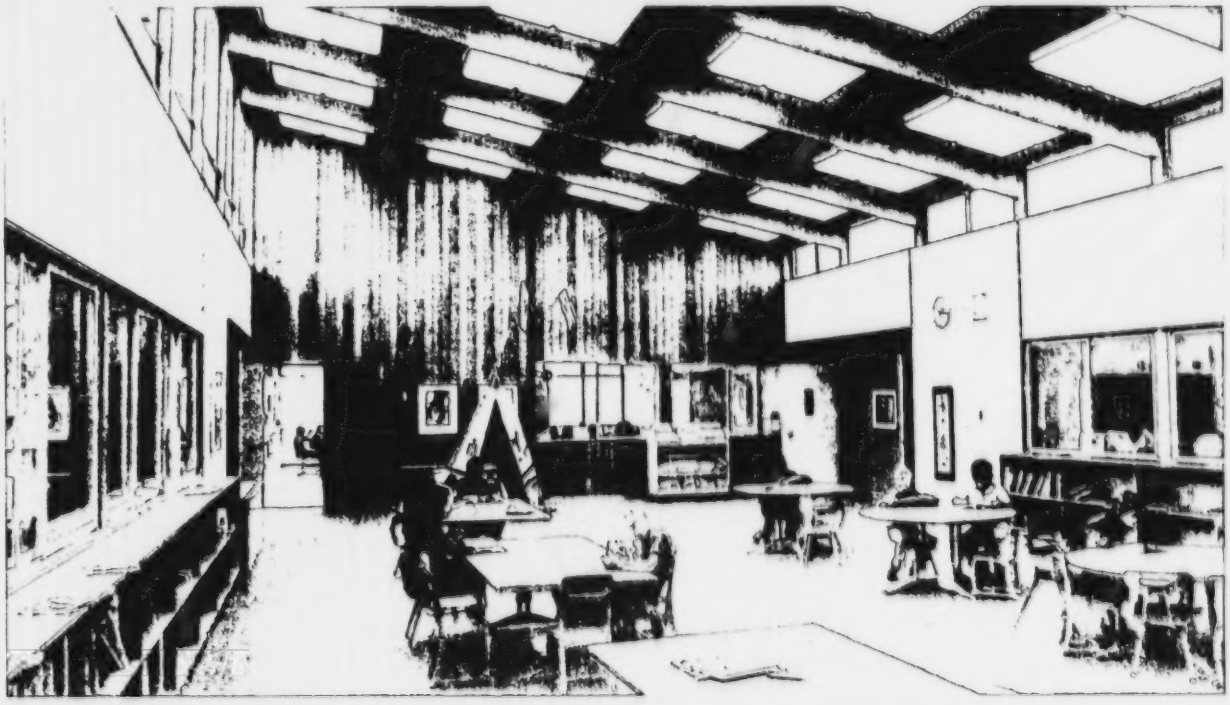


This school is designed to permit a transition from the self-contained classroom concept to cooperative instruction utilizing complete open space. Clerestory lighting permits the interior activity room to enjoy natural light. The carpeted floor, the informal furnishings, and the wood siding make this space a delightful work and study center. The classrooms have indirect lighting, and the walls are vinyl covered for use as tack walls from floor to ceiling.



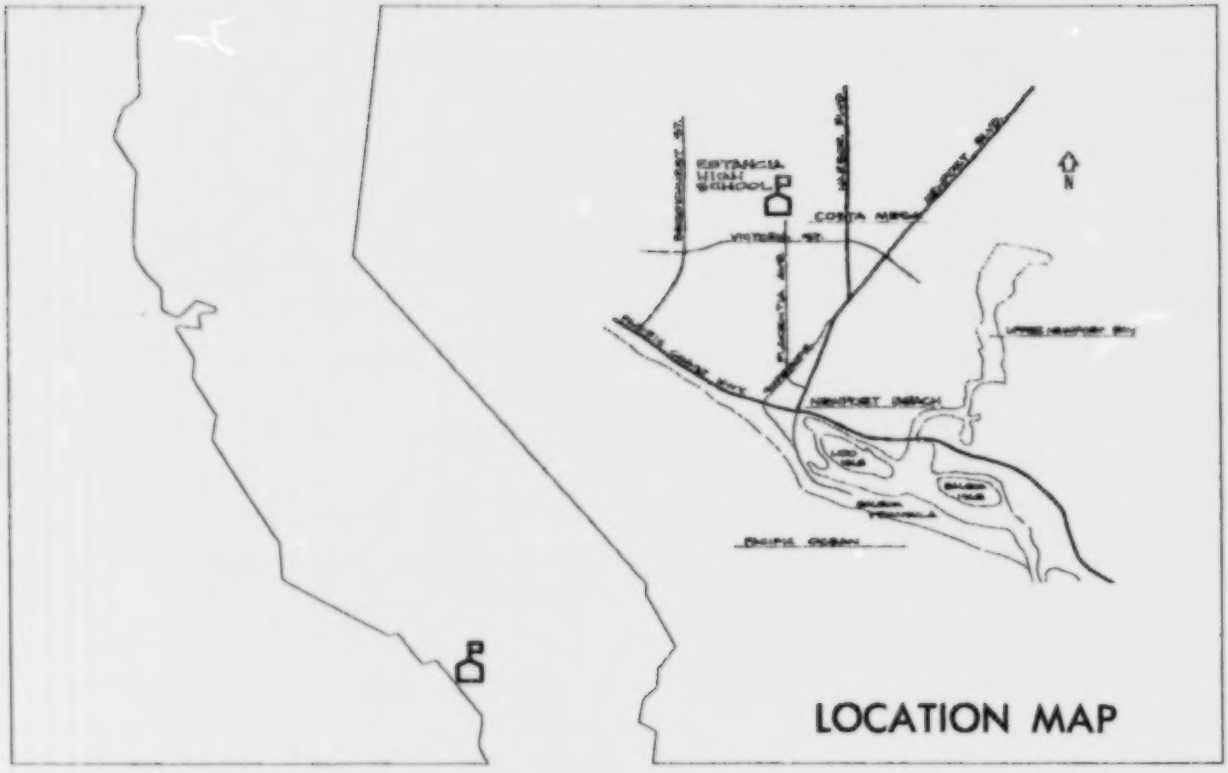


Standards permit chalkboards to be raised and lowered.



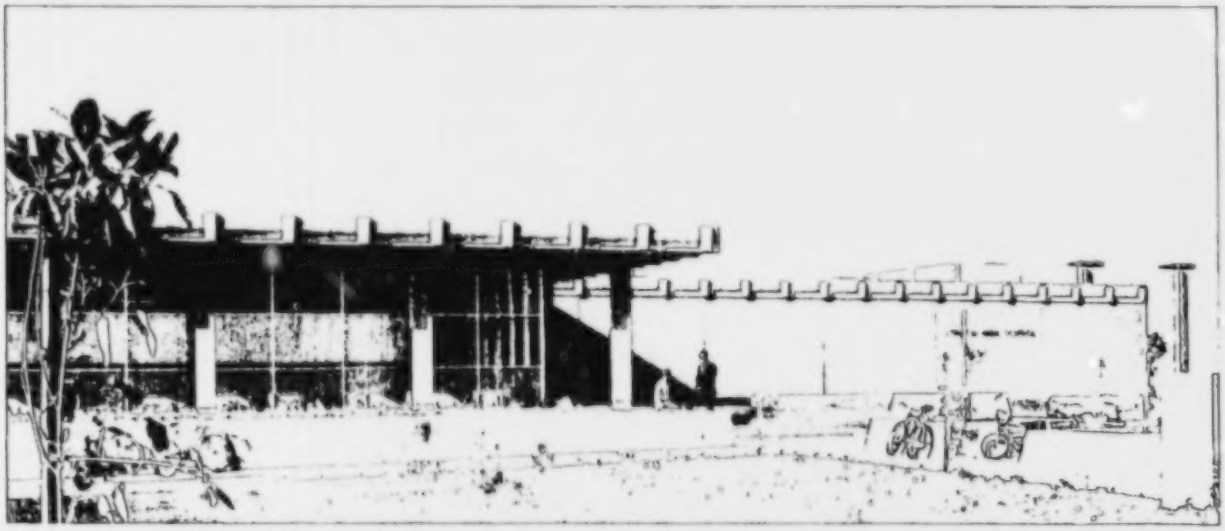
A great multiuse core area.

Estancia High School



Estancia High School
Newport Harbor Union High School District
Norman Loats, Superintendent
William E. Blurock and Associates, Architects
Harry C. Schwilke, Field Representative

Completed 1965



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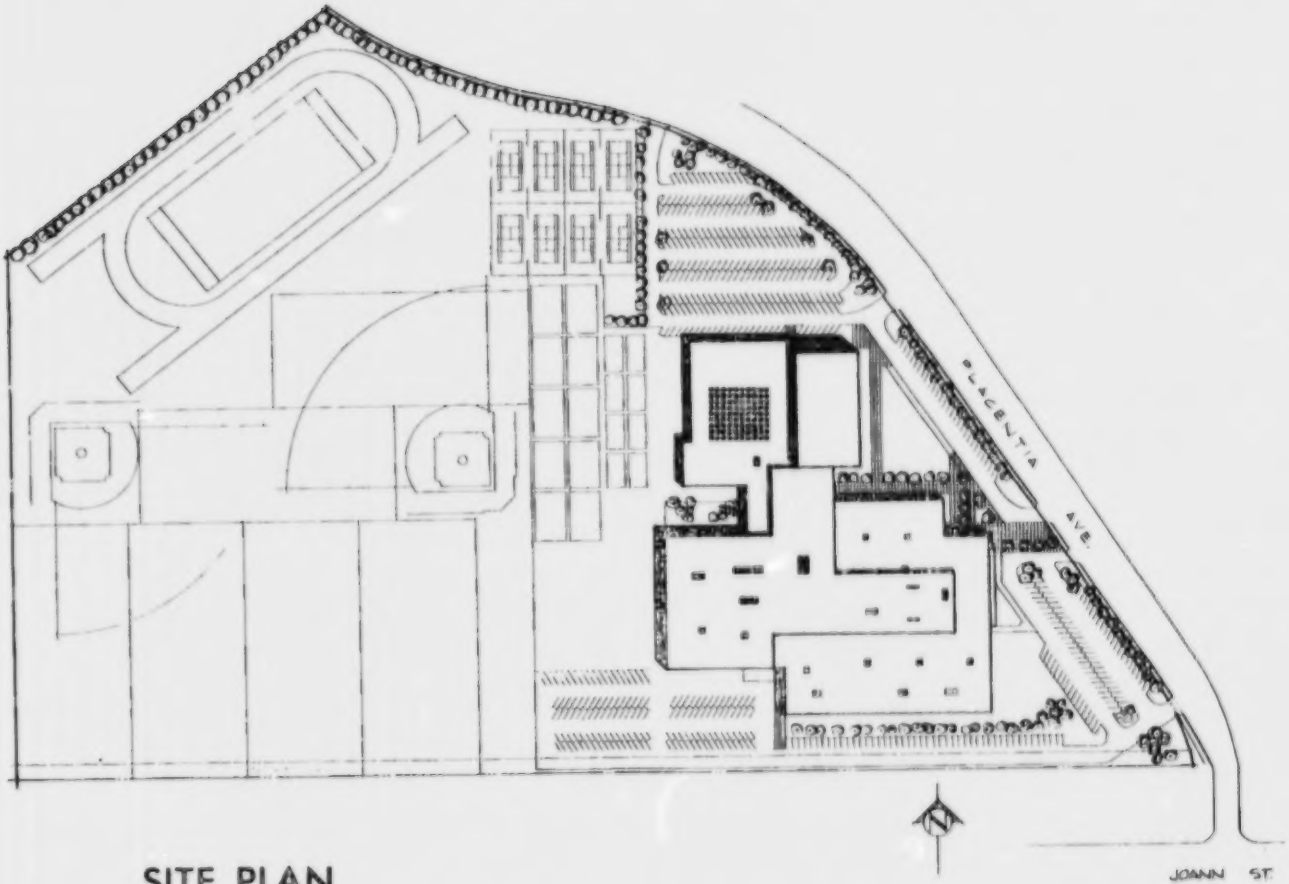
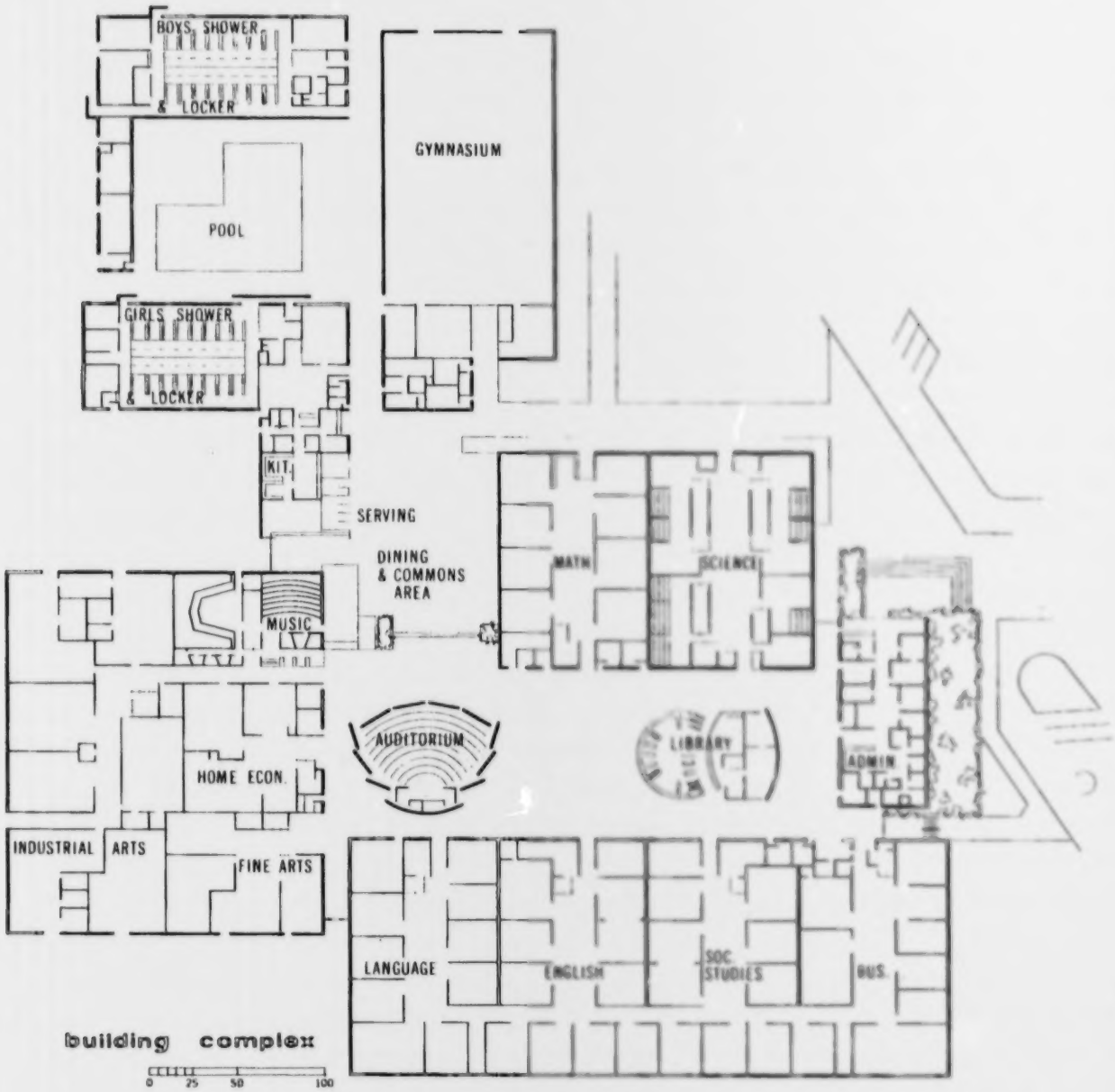


SITE PLAN

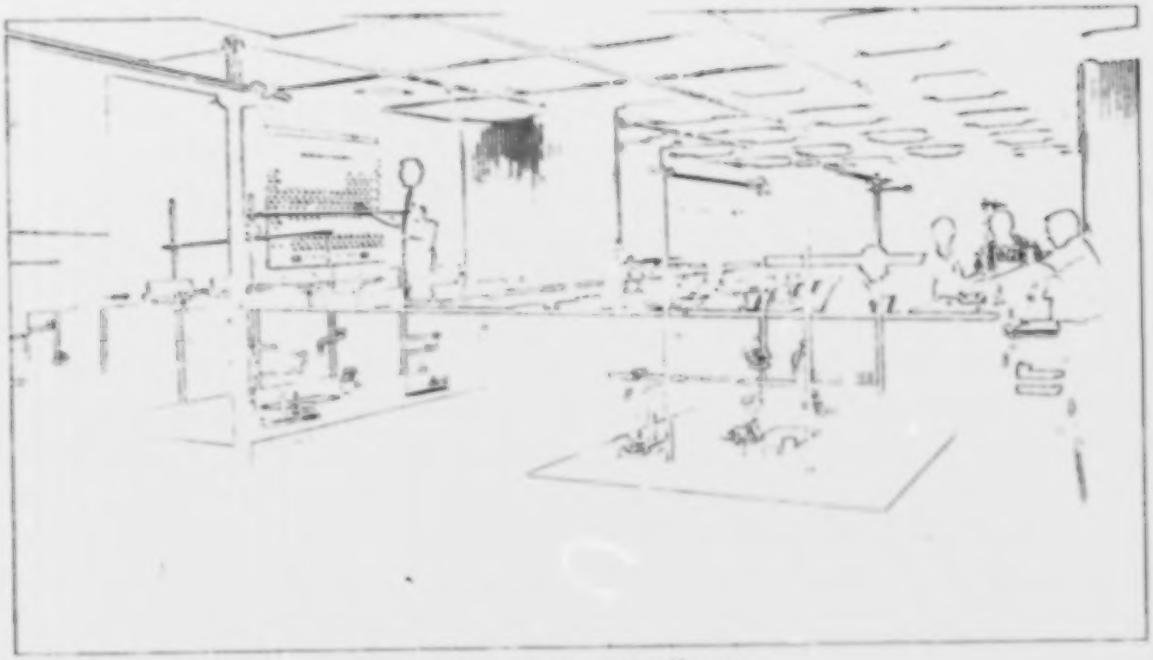
Estancia High School is on an escarpment above the Pacific Ocean and exposed to the prevailing westerly winds. Protection is offered by a compact plan with enclosed circulation. The somewhat monolithic exterior is relieved by the facia design and by the use of brick textures.



PLAN

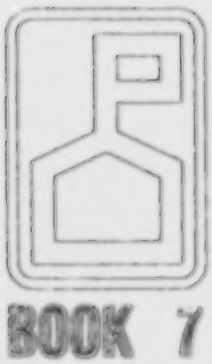
The central feature of Estancia High is the large, completely enclosed "great court" with its coffered roof that floats overhead and shelters the student lockers, individual study areas, the central library, and a 300-seat lecture hall. The various departments are grouped around this "great court." Classroom areas are carpeted and have interior walls that are nonbearing and demountable. Thermal comfort is maintained without a heating system, but with air-conditioning only. Adequate heat is obtained during the winter months from the lighting system and from the occupants.

A carpeted extension of the "great court."

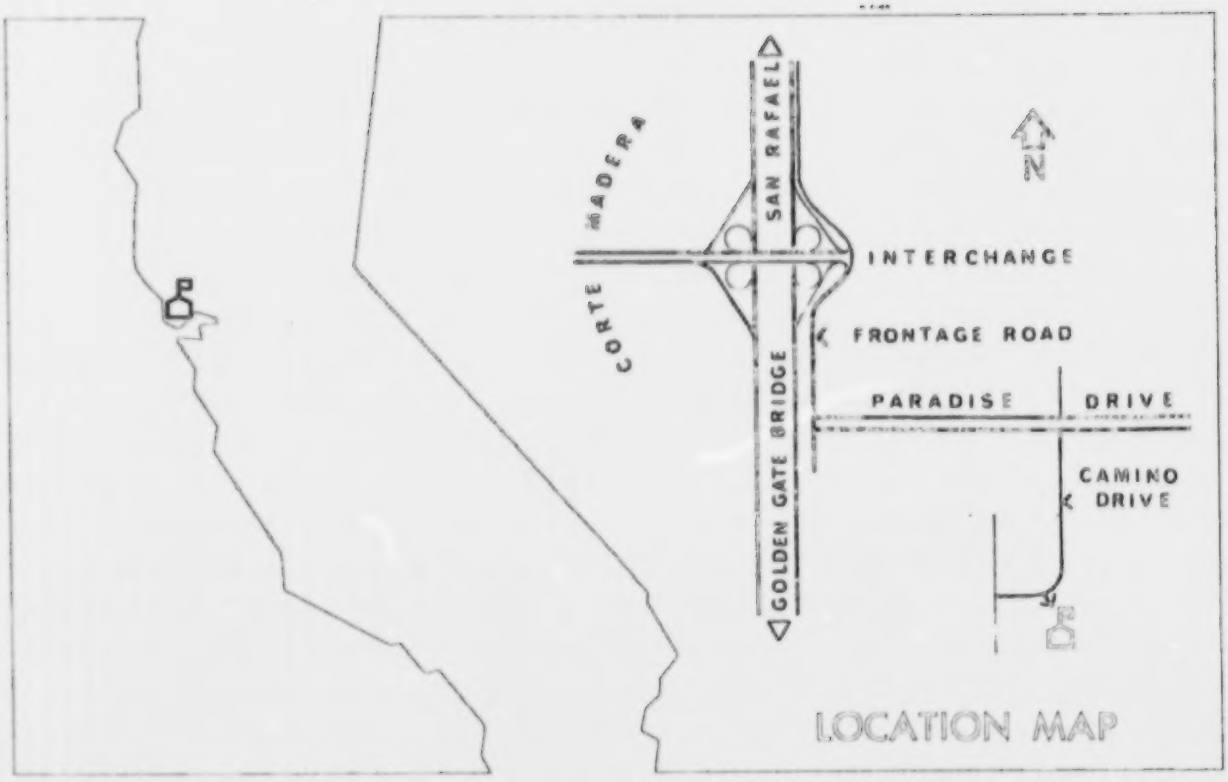


Science laboratories and lecture areas are separate and adjacent.

Granada Community School *

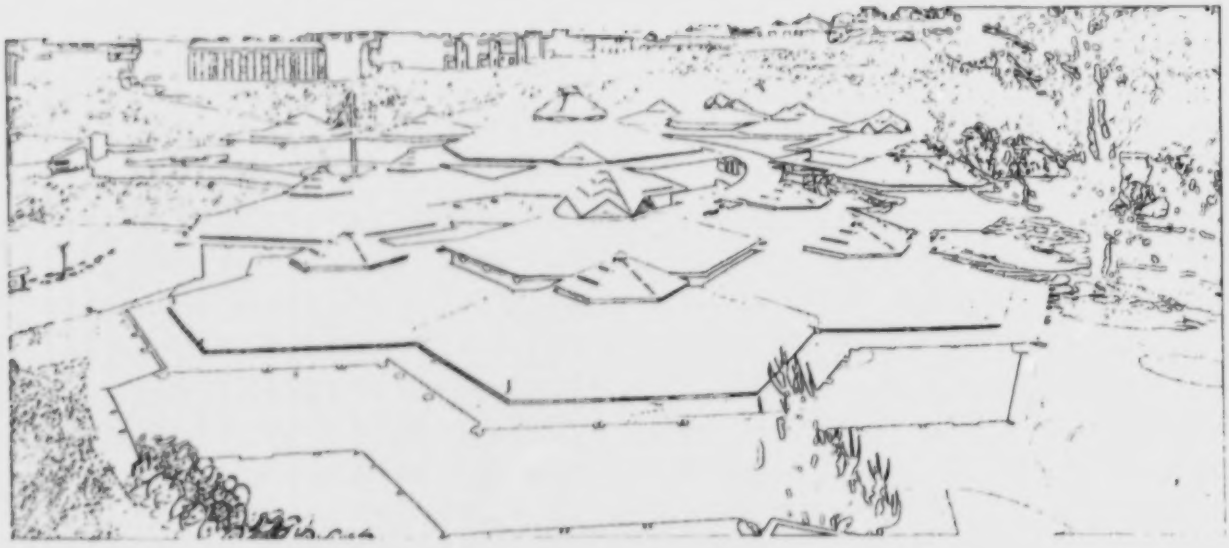


* Financed under the State School Building Aid Program



Granada Community School
Reed Union School District
Edward C. Pino, Superintendent
John C. Fitch, Principal
Callister and Rosse, Architects
Howard L. Rowe, Field Representative

Completed Phase I, 1964
Phase II, 1965



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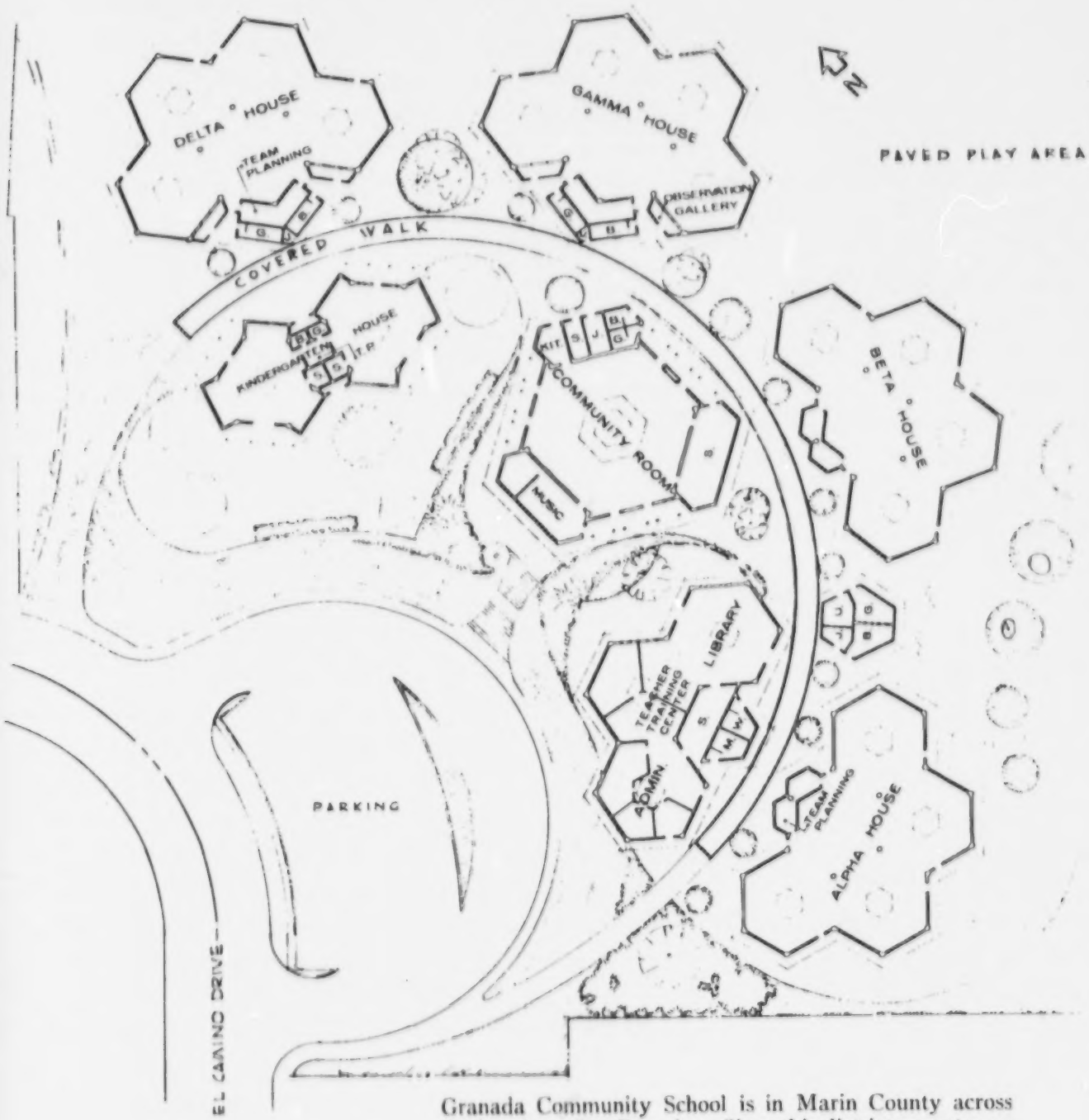
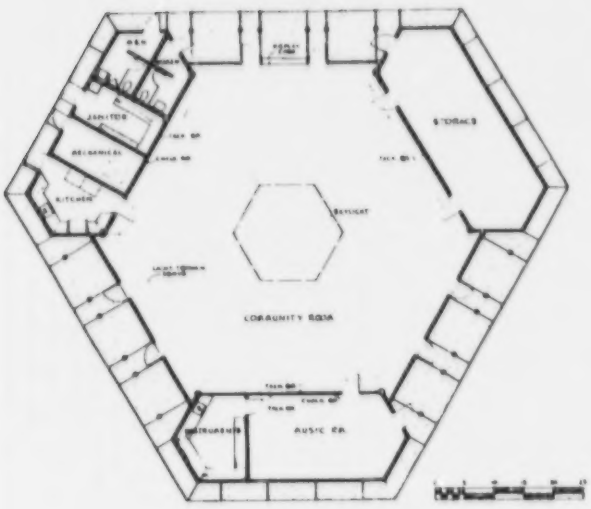
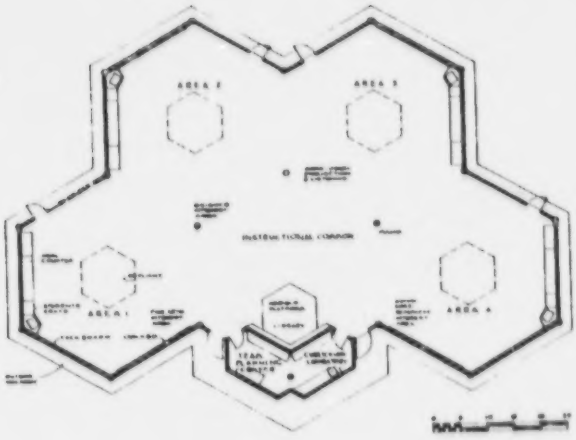


SITE PLAN

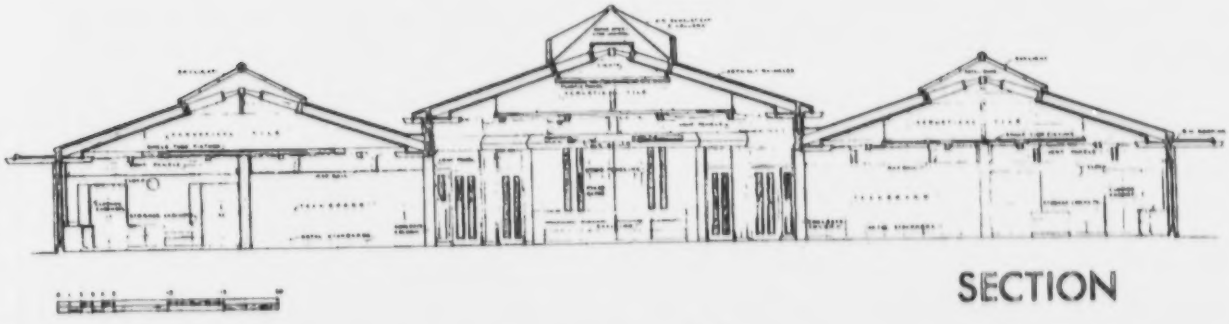
Granada Community School is in Marin County across the bay from San Francisco. Since this district operates an individualized, nongraded instructional program, the school is designed for teaching children in multiaged groups. The four classroom buildings are cluster-type "little schools," each designed to accommodate about 100 pupils, four credentialed teachers, two student teachers, one part-time team aid, and one part-time parent resource person.





PLAN

Each little school has a "commons" surrounded by four instruction areas. These areas are not divided by walls, but each has an outside exit and is equipped with a sink, coat storage, and chalk and tack boards. All floors are carpeted to control sound. The dome-like roof over each area tends to localize sounds that originate within the area. The "commons" in each building contains a small library, a movable stage, and tables and storage cabinets that may be used to arrange interest centers in science, art, and music. There is also space for team planning sessions, parent conferences, and lesson preparation. Storage for students' records is centrally located so that they may be readily available to the professional staff.



SECTION

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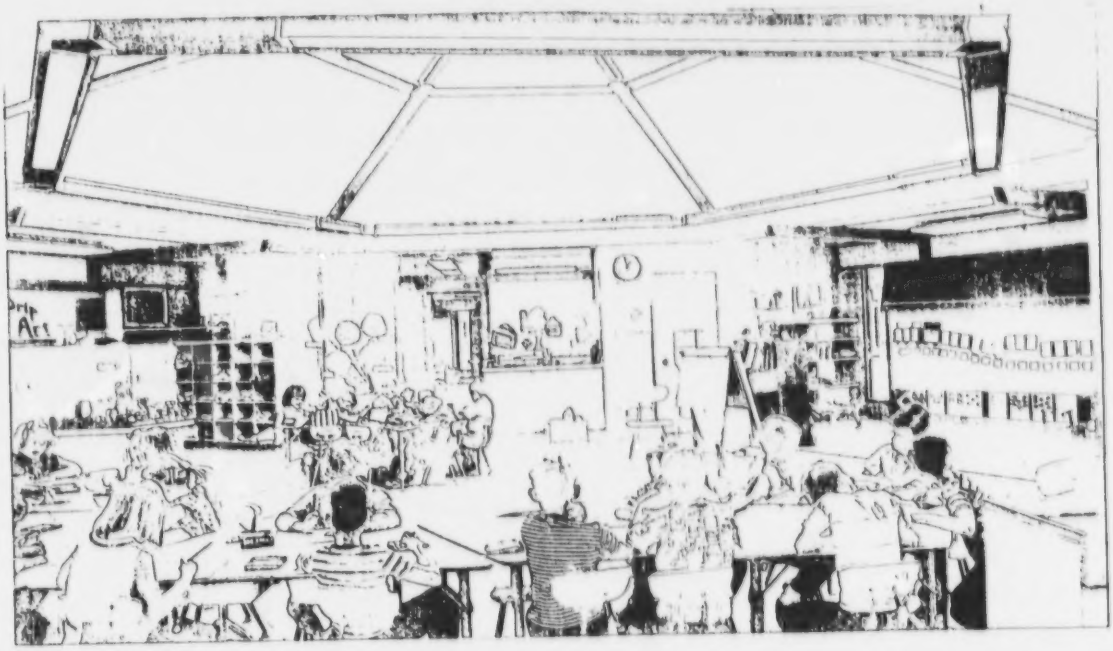
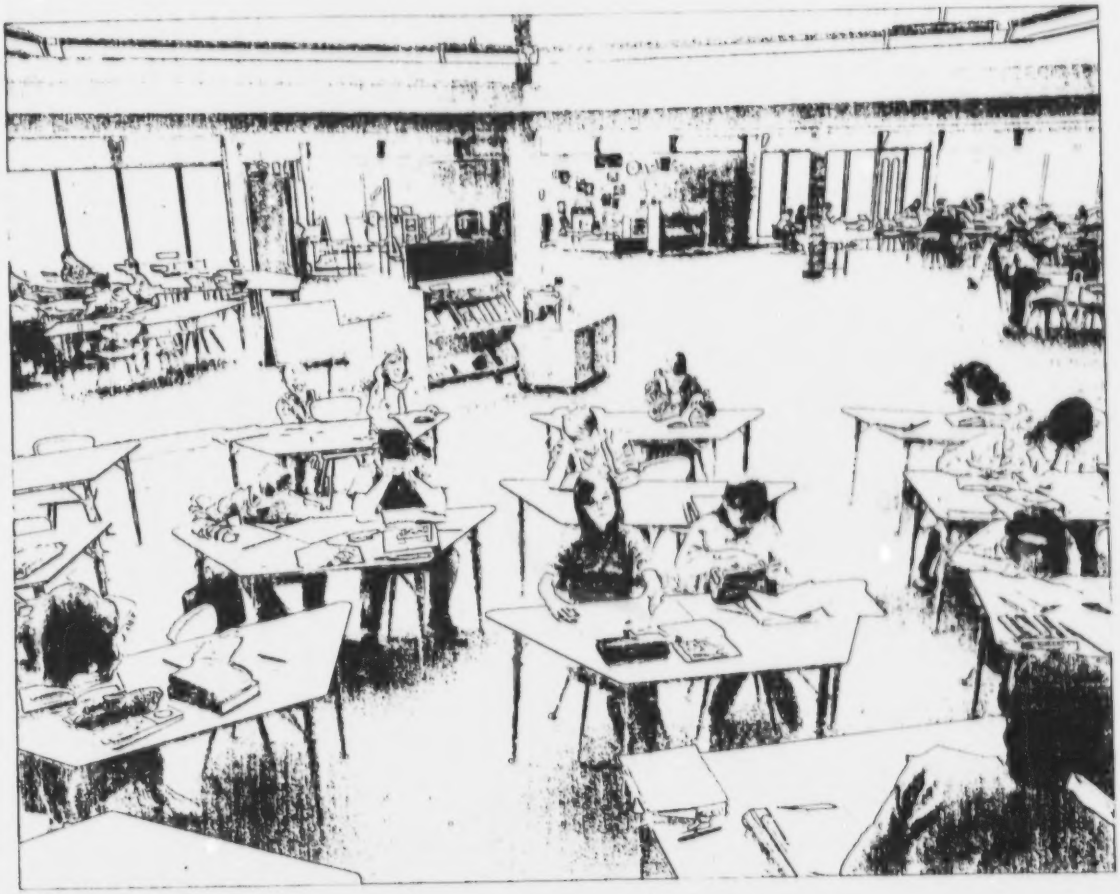
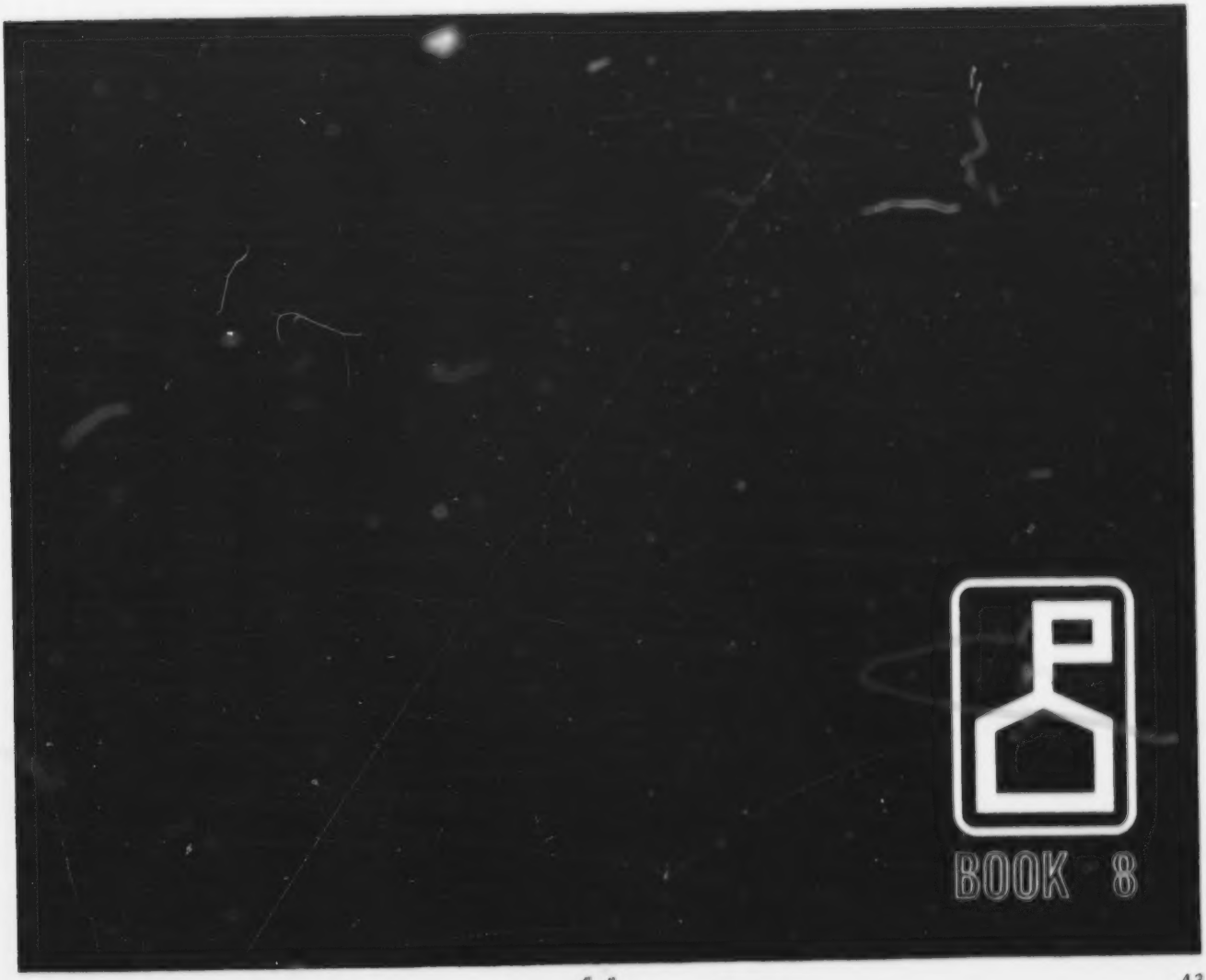


Kindergarten is an exciting place.



Space enough for all.

Henry M. Gunn High School



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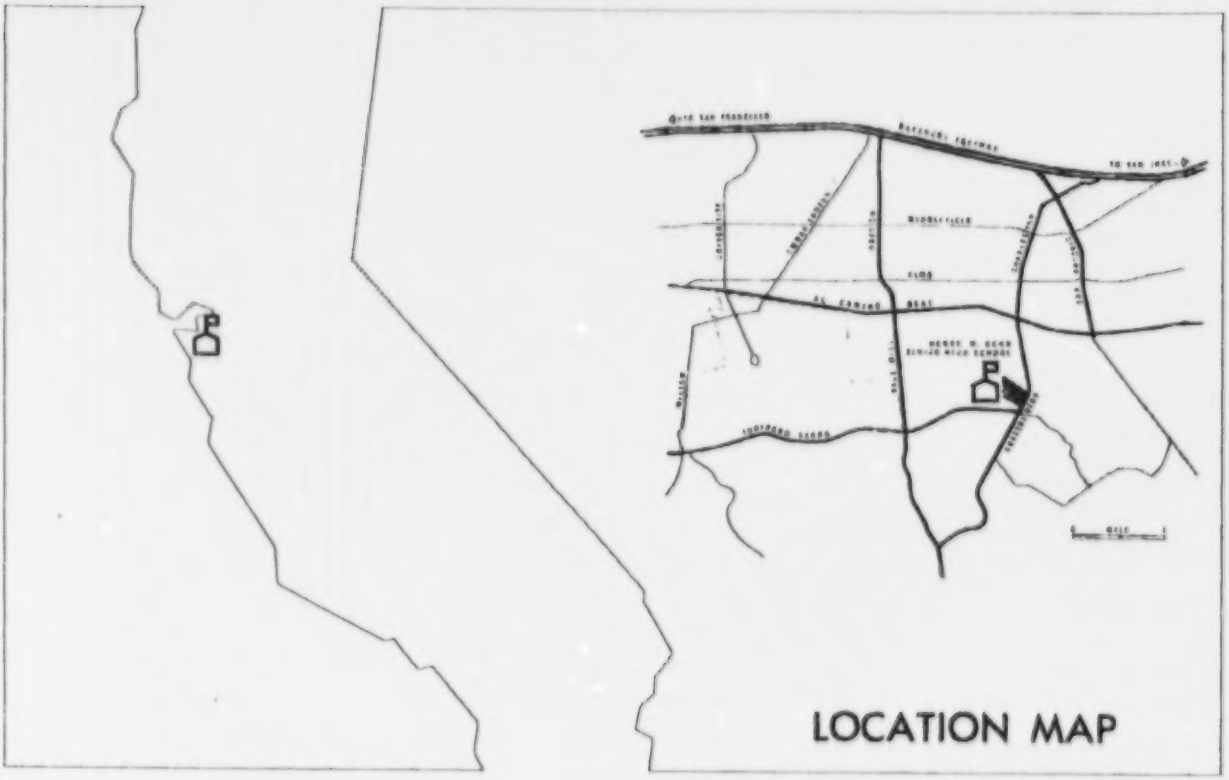

Henry M. Gunn High School
Palo Alto Unified School District
Harold T. Santee, Superintendent
Ernest J. Kump, Associates, Architect
James H. Orsburn, Field Representative

Completed 1964

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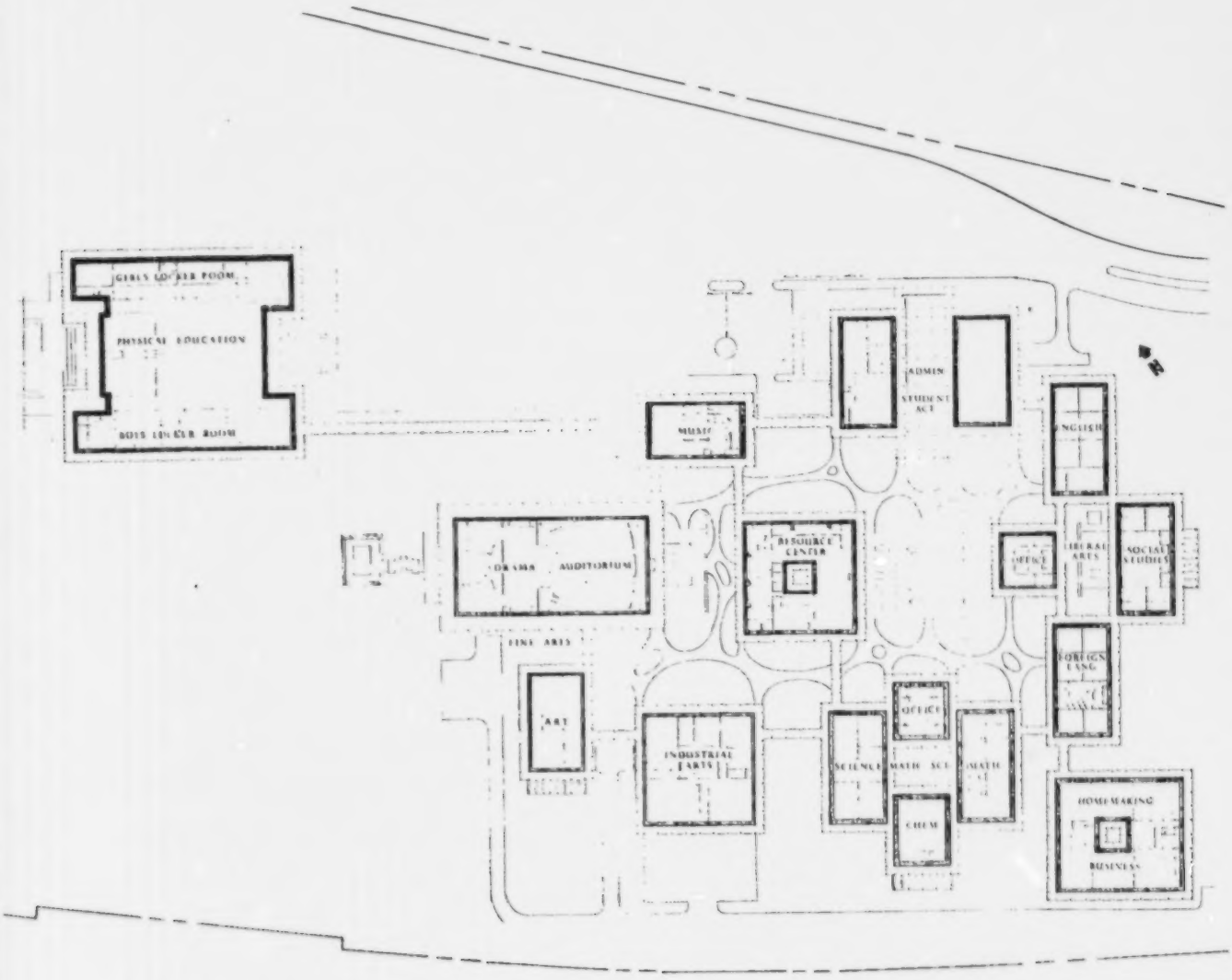
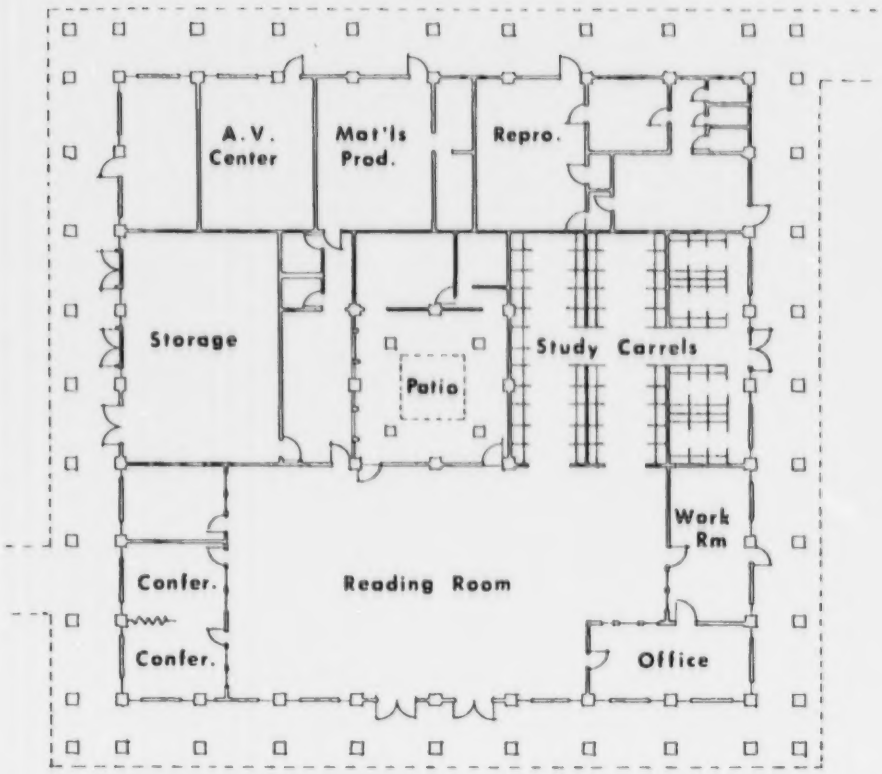


SITE PLAN

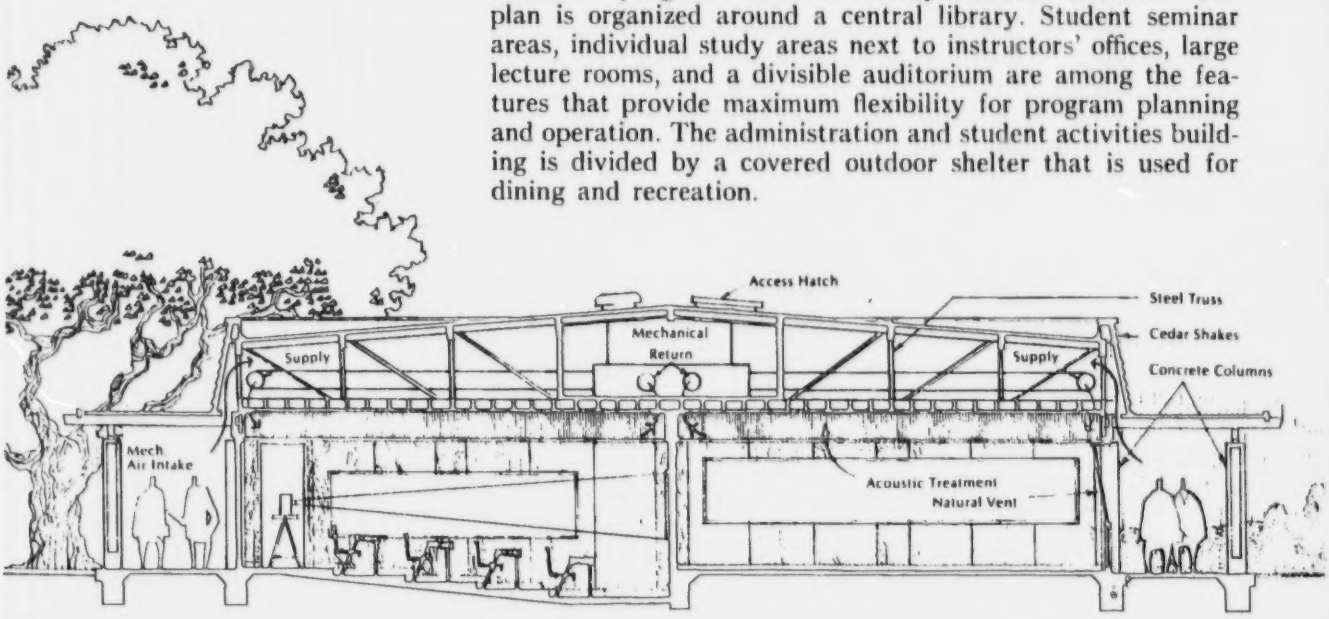
Henry M. Gunn High School is on a 50-acre site of gently sloping, tree-covered land. The single story buildings, constructed of natural materials and connected with arcades, are arranged around open landscaped courts that are highlighted by large oak trees.



PLAN

Resource Materials Center

Henry M. Gunn High School is used extensively for adult education programs and community cultural activities. The plan is organized around a central library. Student seminar areas, individual study areas next to instructors' offices, large lecture rooms, and a divisible auditorium are among the features that provide maximum flexibility for program planning and operation. The administration and student activities building is divided by a covered outdoor shelter that is used for dining and recreation.

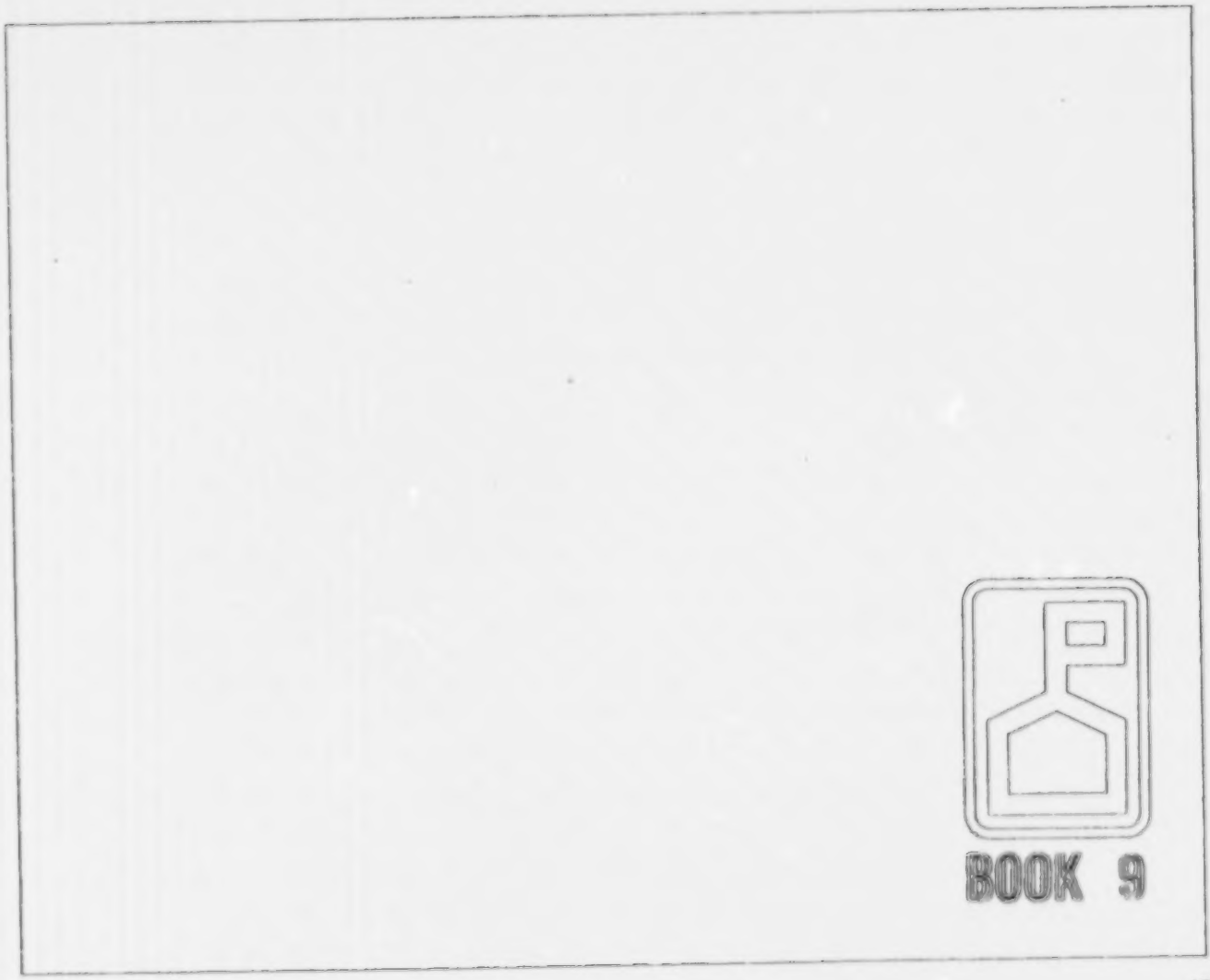


SECTION

Study carrels accent these window walls.

For large group instruction.

Imperial Intermediate School *



* Financed under the State School Building Aid Program

49

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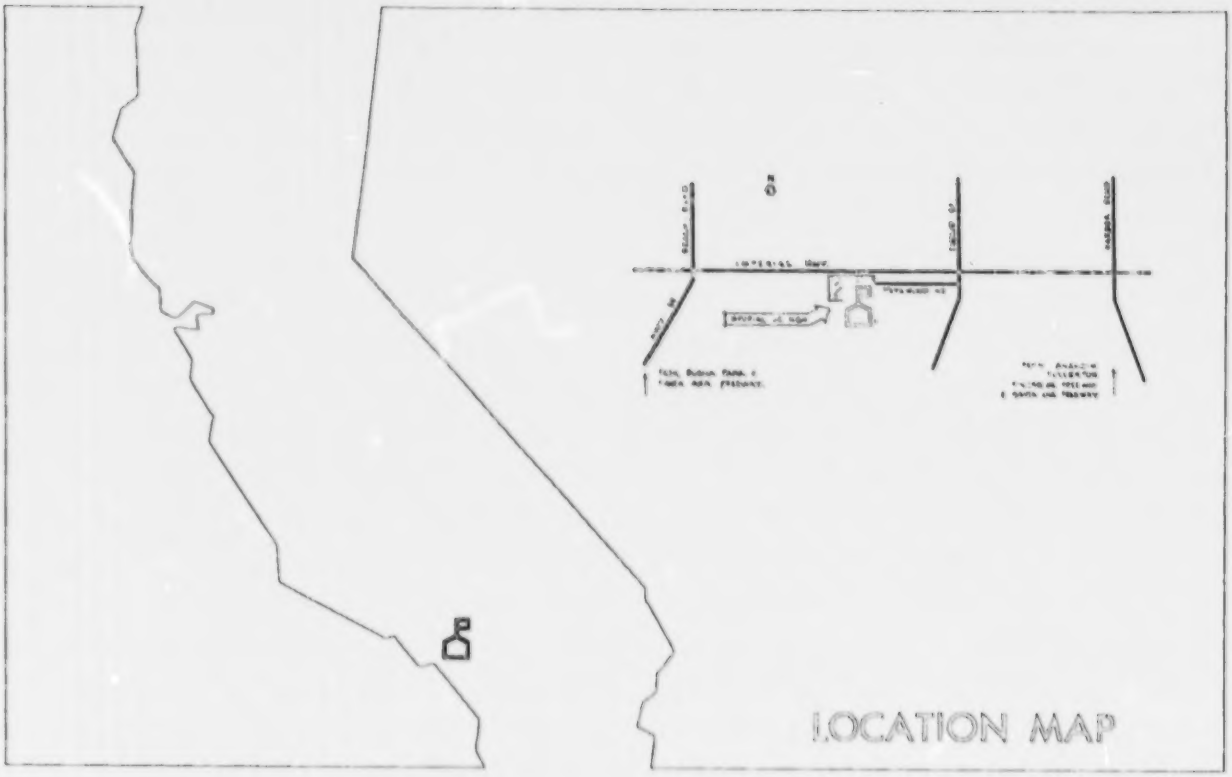
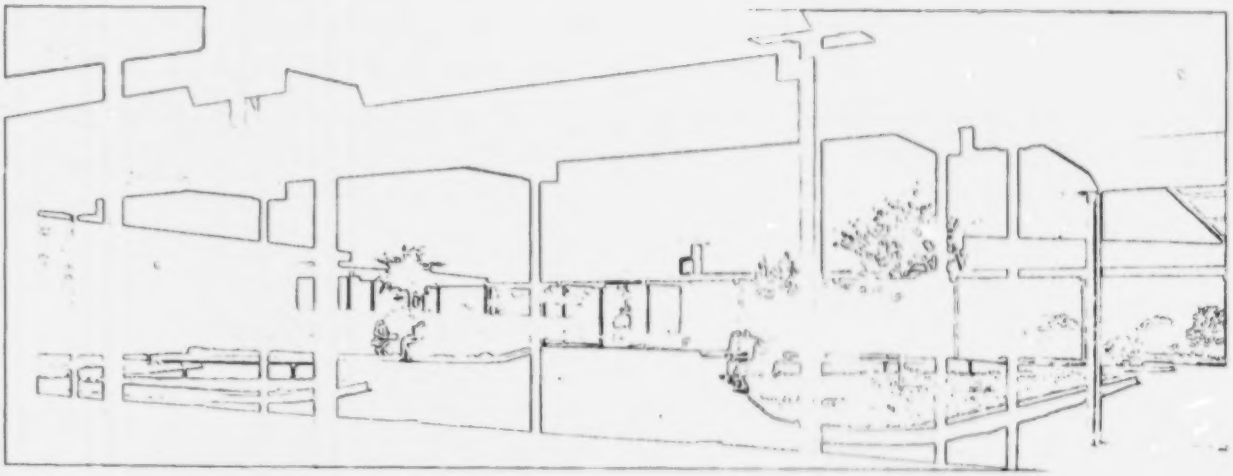


Imperial Intermediate School
La Habra City School District
Hovis W. Bess, Superintendent
Harold Gimeno and Associates, Architect
Harry C. Schwilke, Field Representative

Completed 1965



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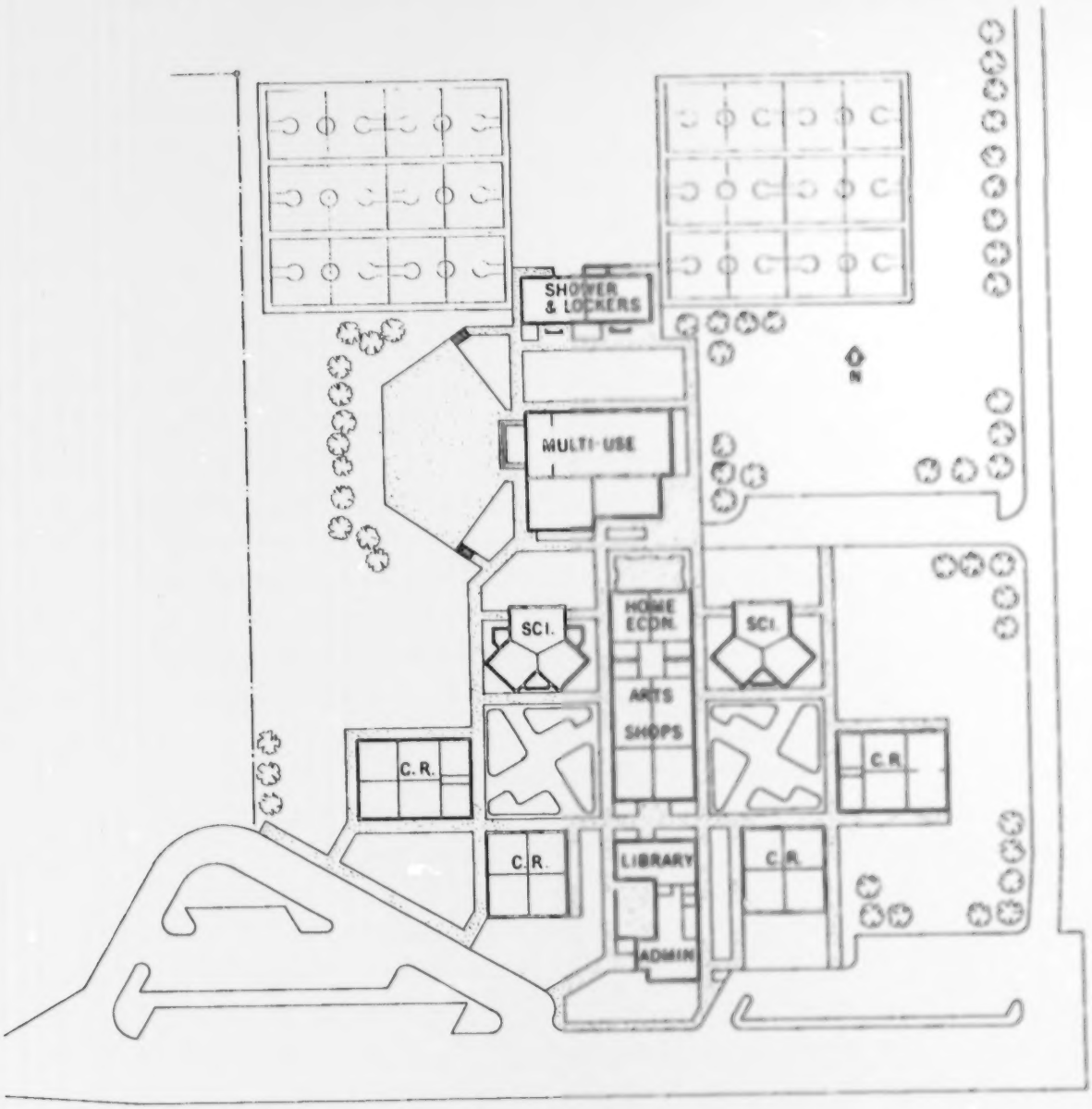

SITE PLAN

Imperial Intermediate School is organized as an informal campus plan. The program is typical of many intermediate schools, with requirements for general classrooms and special facilities for art, music, homemaking, and shop. A multiuse room, shower and locker facilities, and a library are also included.

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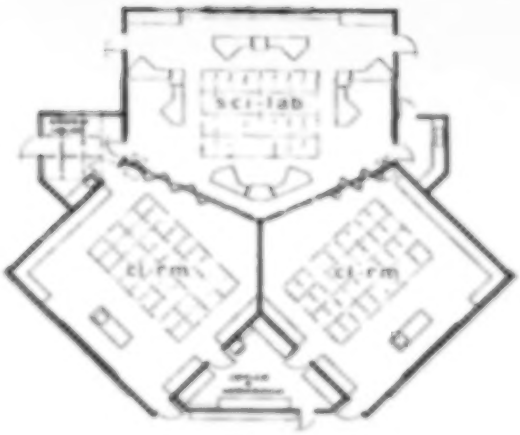
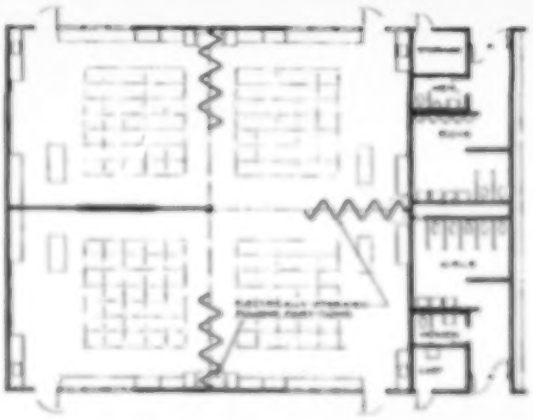
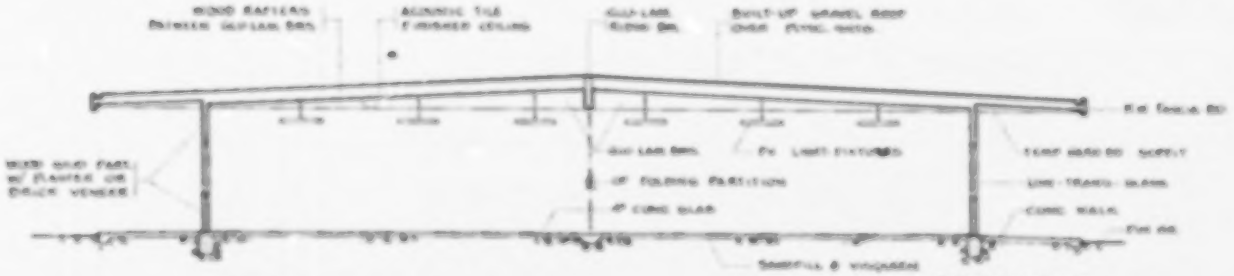
51





PLAN

The facilities for science merit special attention, with laboratories and classrooms which can be organized for large group instruction. Motor-driven folding partitions between the regular classrooms provide the flexibility required for both individual and team teaching.



SECTION

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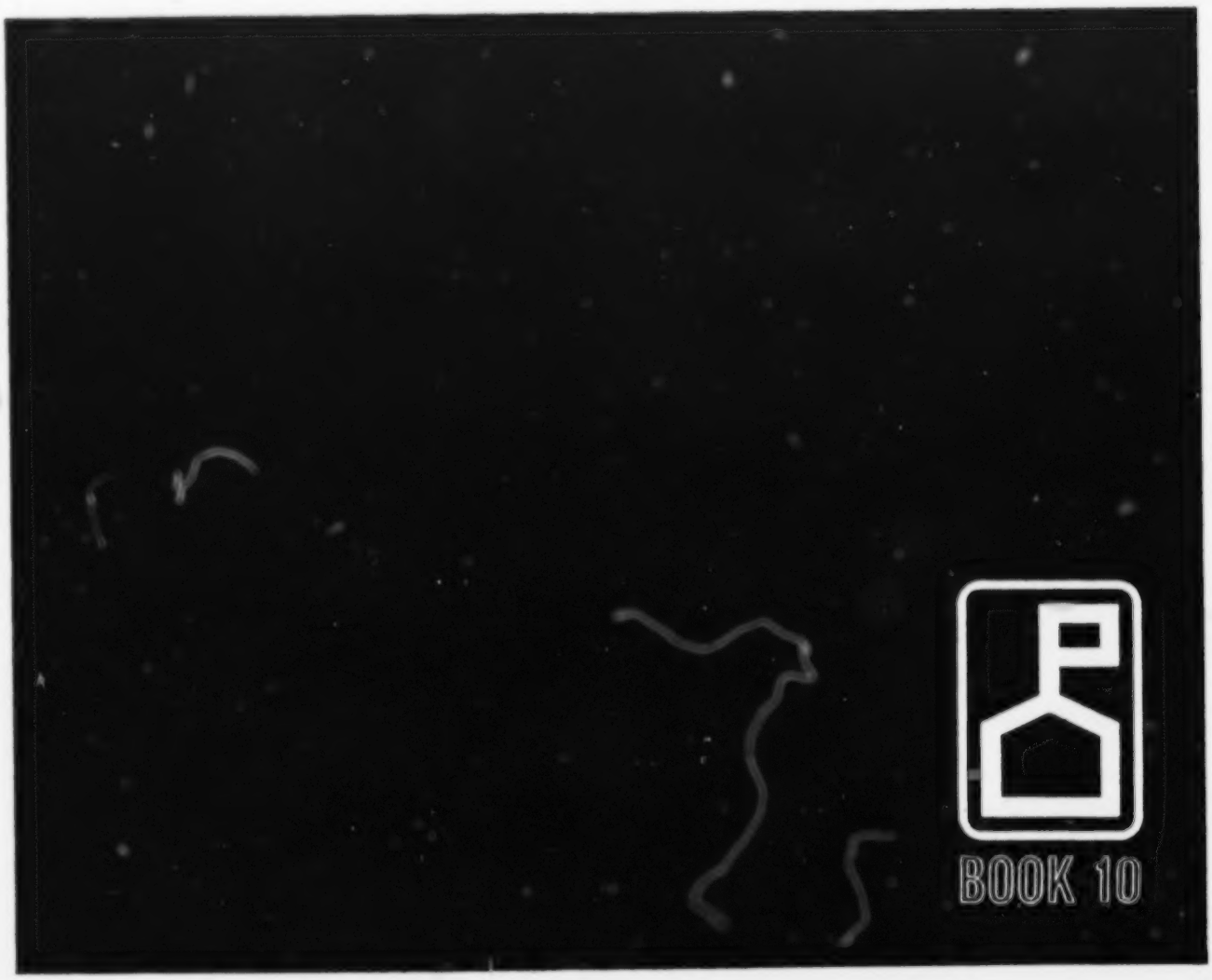
52

The library meets many program needs.

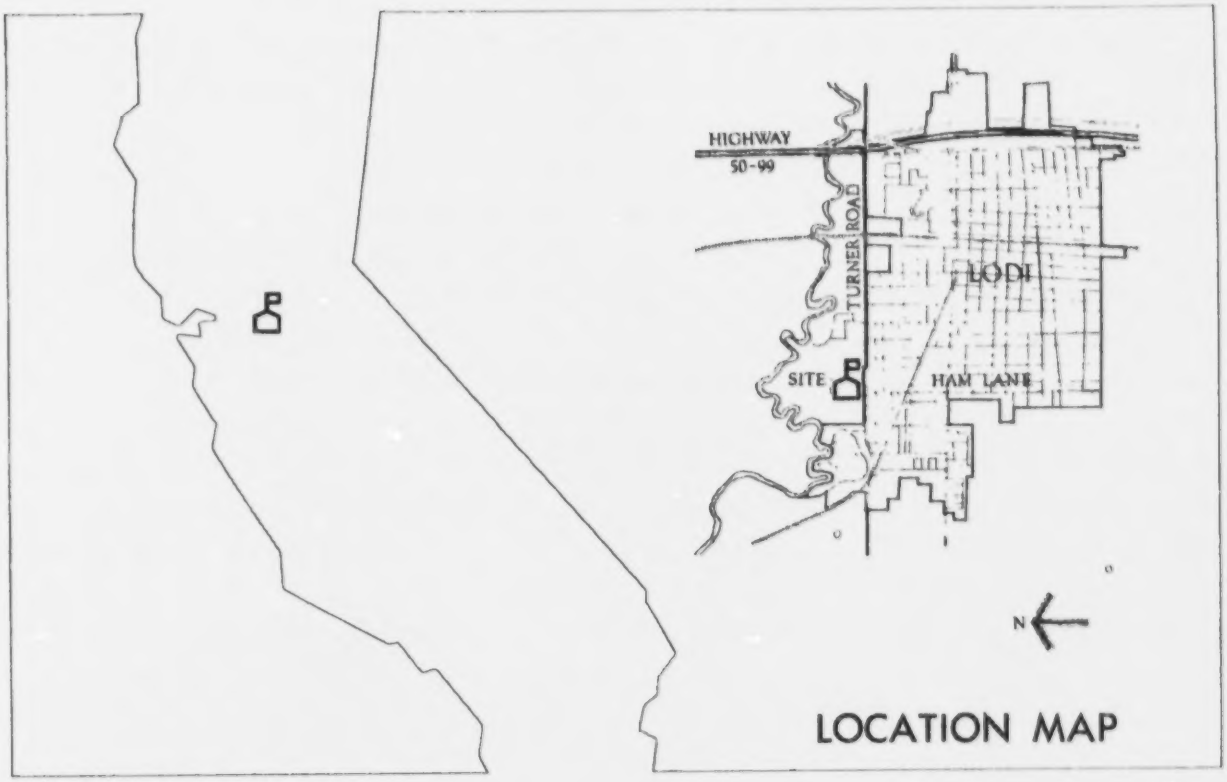
Adjacent spaces open for a large group activity.

53

Lakewood Elementary School *



* Financed under the State School Building Aid Program



Lakewood Elementary School
Woods School District
James Areida, Superintendent
Stafford & Peckinpaugh, Architects
Wilho J. Martin, Field Representative

Completed 1964

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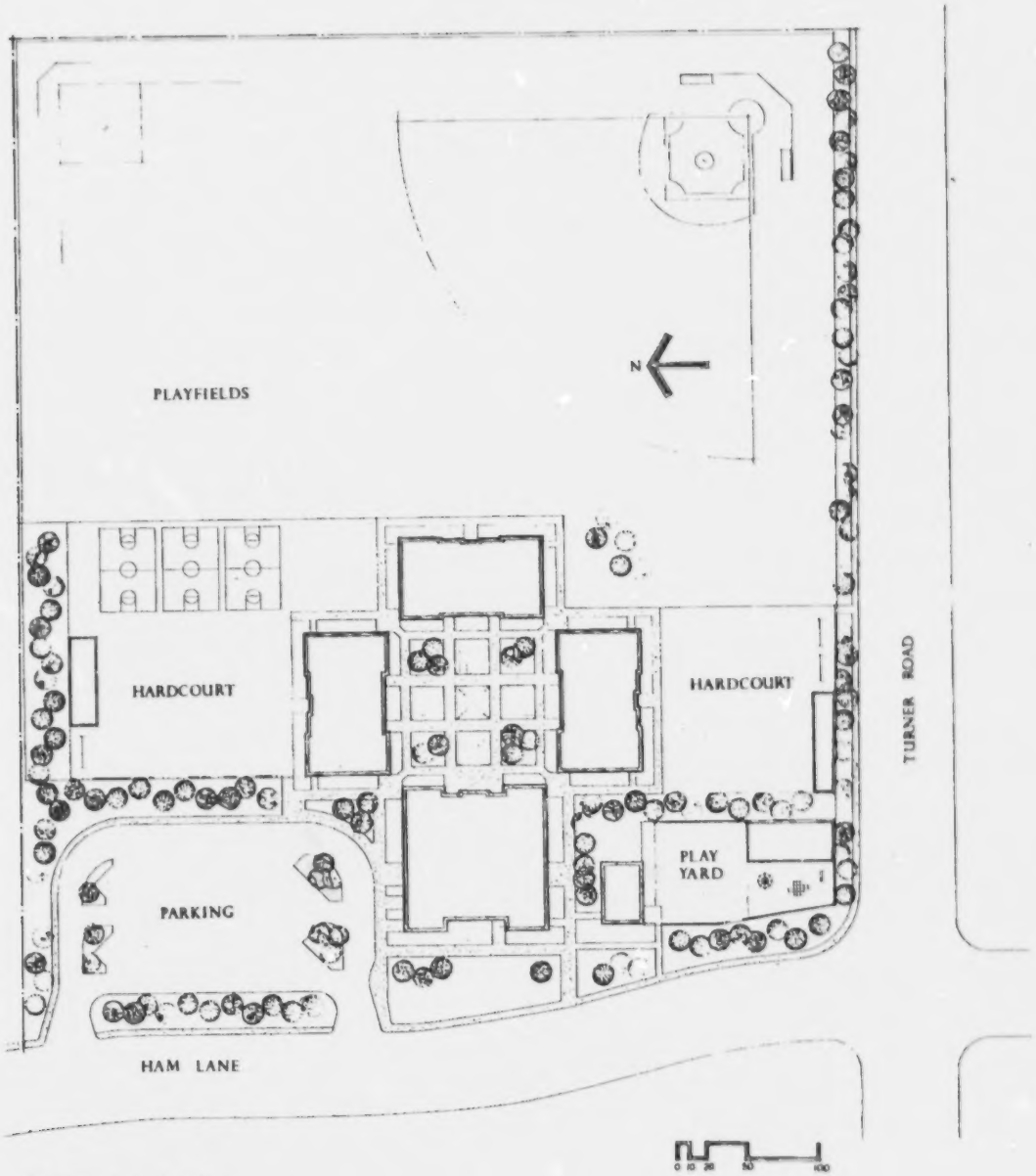
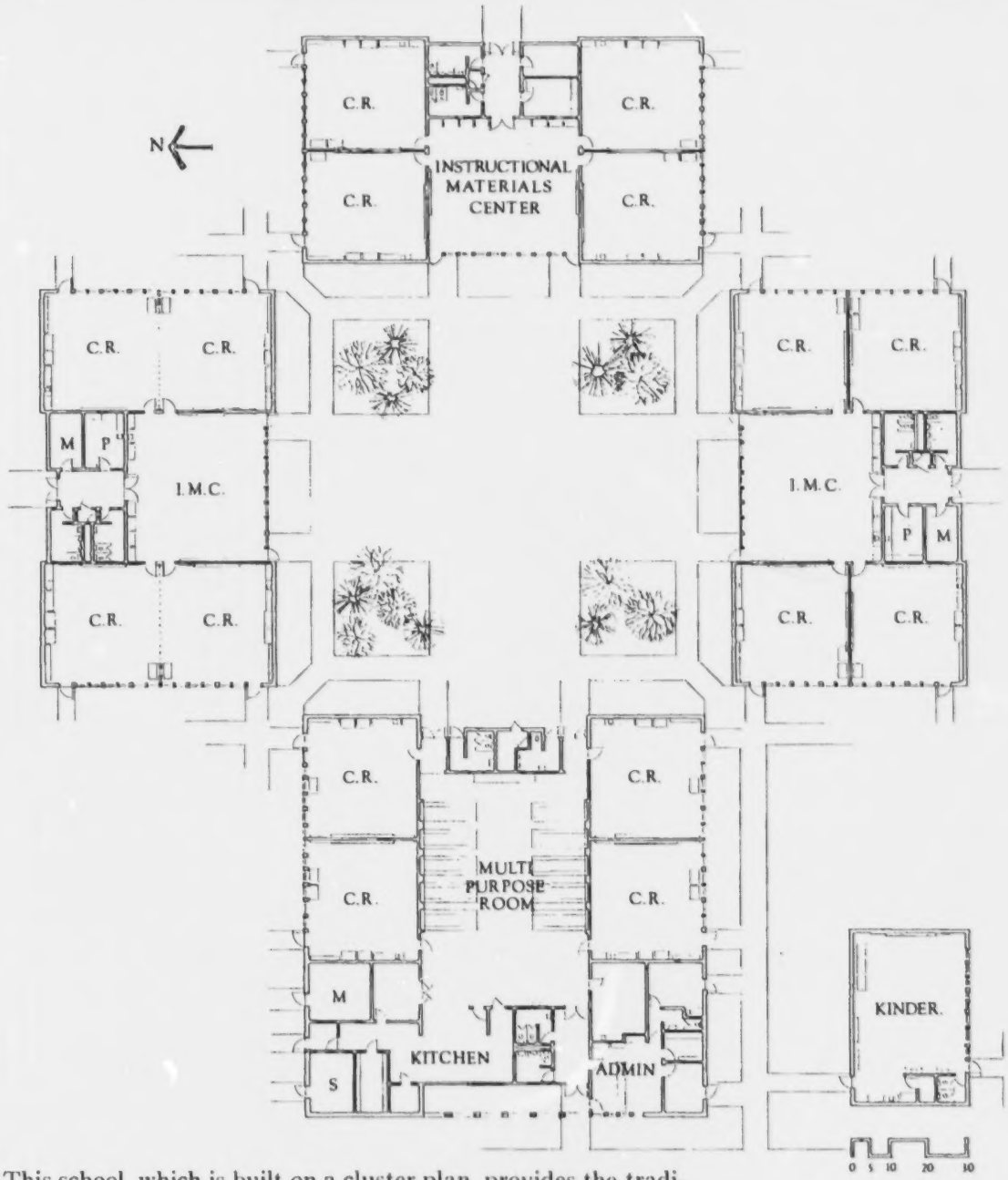


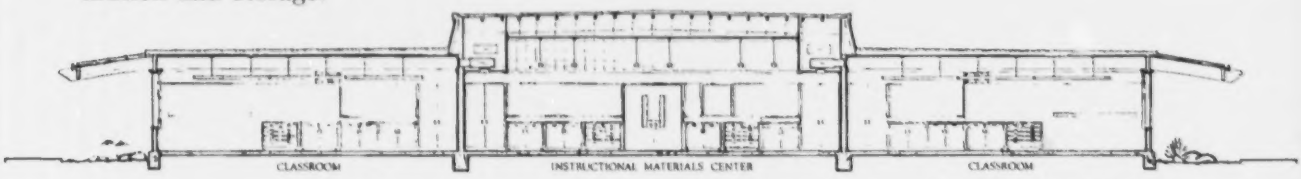
SITE PLAN

Lakewood Elementary School is in the Woods School District near Lodi in the Sacramento Valley grape country. The walls of brick, the sheltering overhangs, the exposed beam construction, and the excellent landscaping contribute to making this an appropriate school for a suburban neighborhood.



PLAN

This school, which is built on a cluster plan, provides the traditional elements of the self-contained classroom and a central multipurpose room that is equipped for food service. Each cluster has four classrooms grouped around an instructional materials center, which includes space for lesson plan preparation and storage.



SECTION

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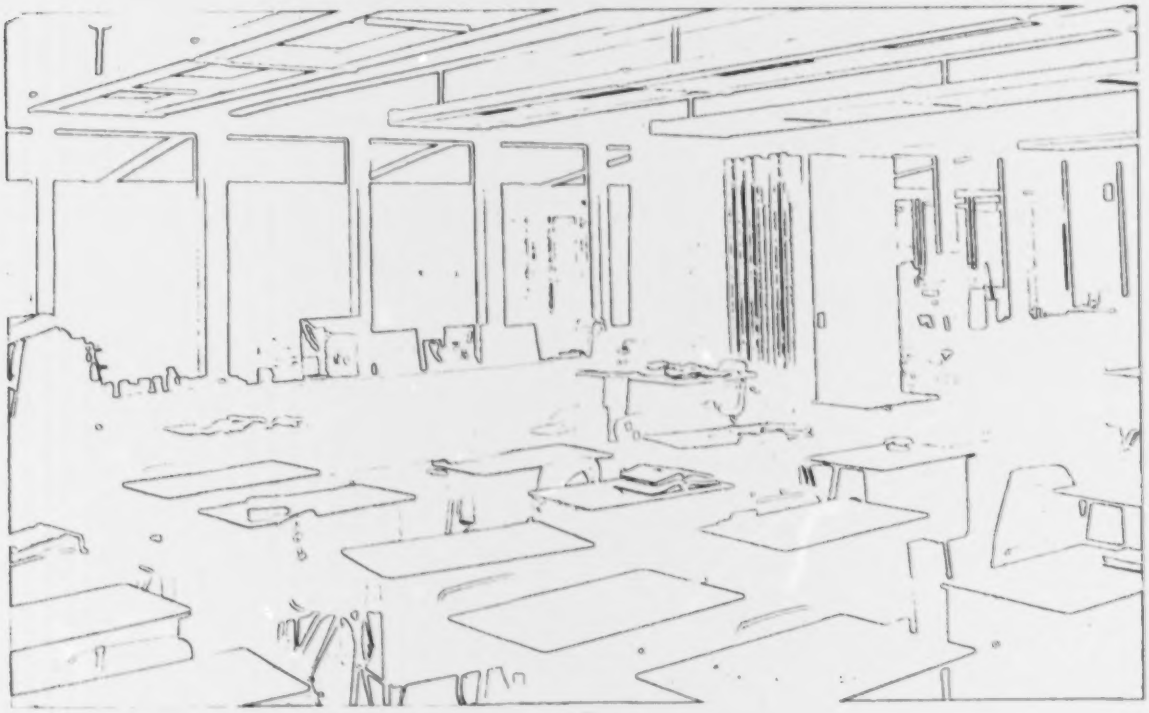
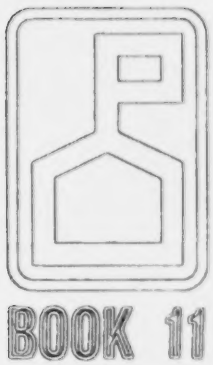
A beautiful room is a pleasant place in which to eat.

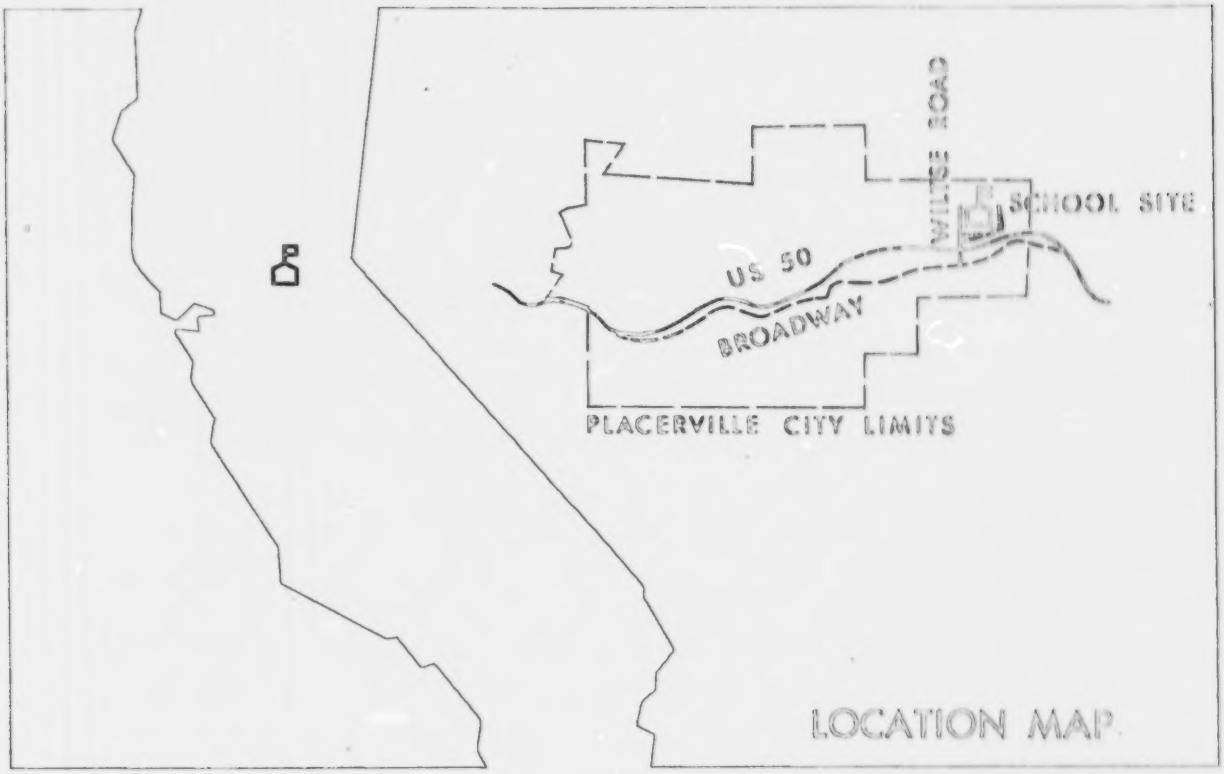


Folding walls permit flexibility of classroom space.

Louisiana Schnell Elementary School*

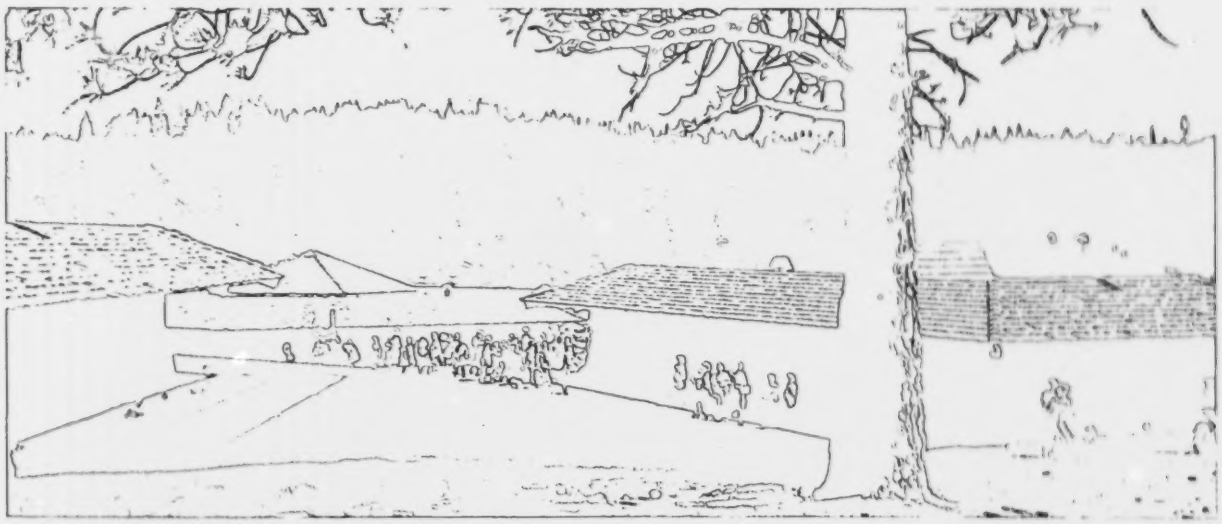


* Financed under the State School Building Aid Program



Louisiana Schnell Elementary School
Placerville Union School District
Albert A. Schlueter, Superintendent
Raymond R. Franceschi, Architect
William J. Wynn, Field Representative

Completed 1965



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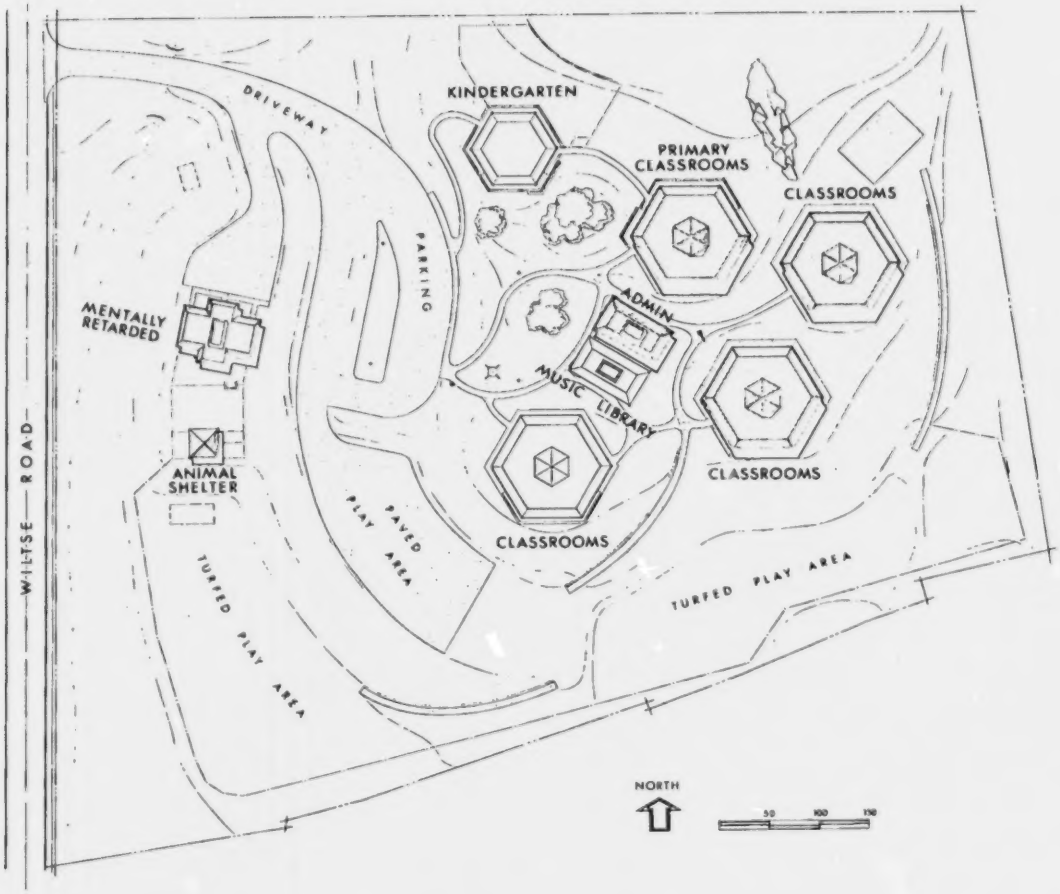
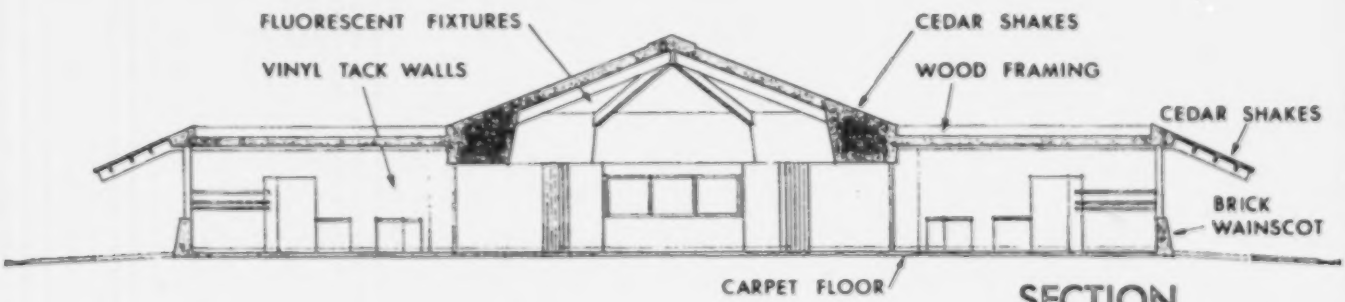


SITE PLAN

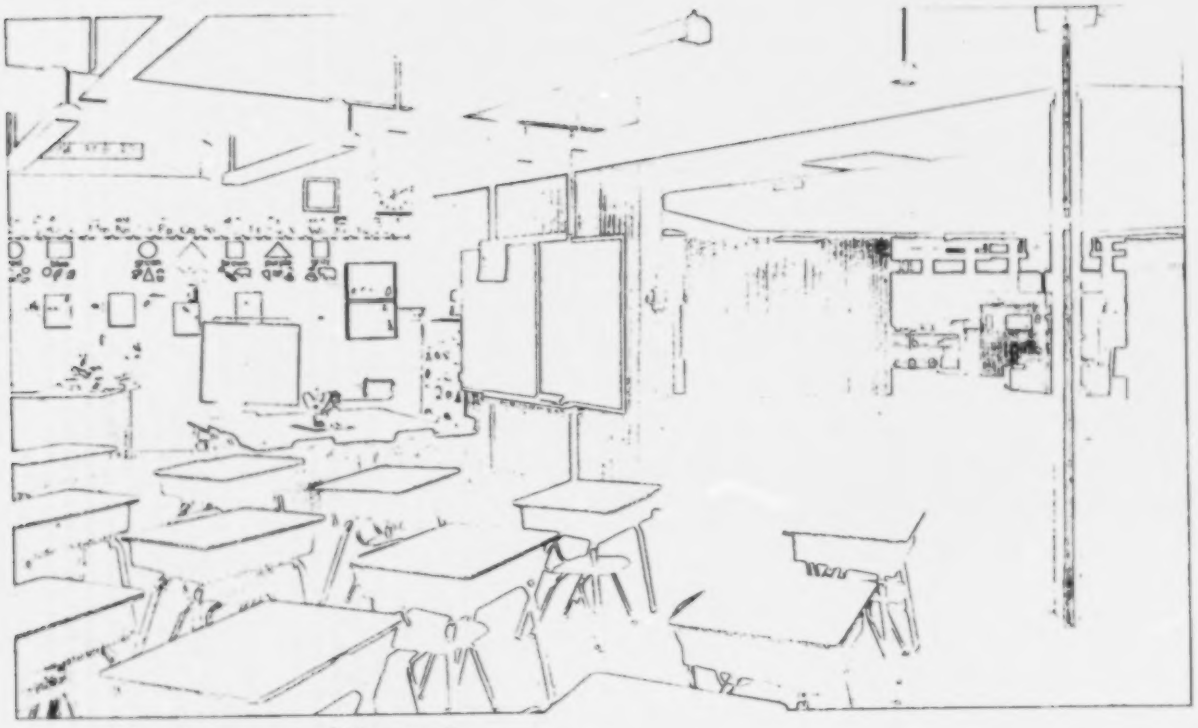
Louisiana Schnell Elementary School is on a hilly, wooded site in Placerville, a community located in the foothills east of Sacramento. The buildings are placed informally on the site at various elevations. Advantage was thus taken of the natural environment.

TYPICAL CLASSROOM UNIT PLAN

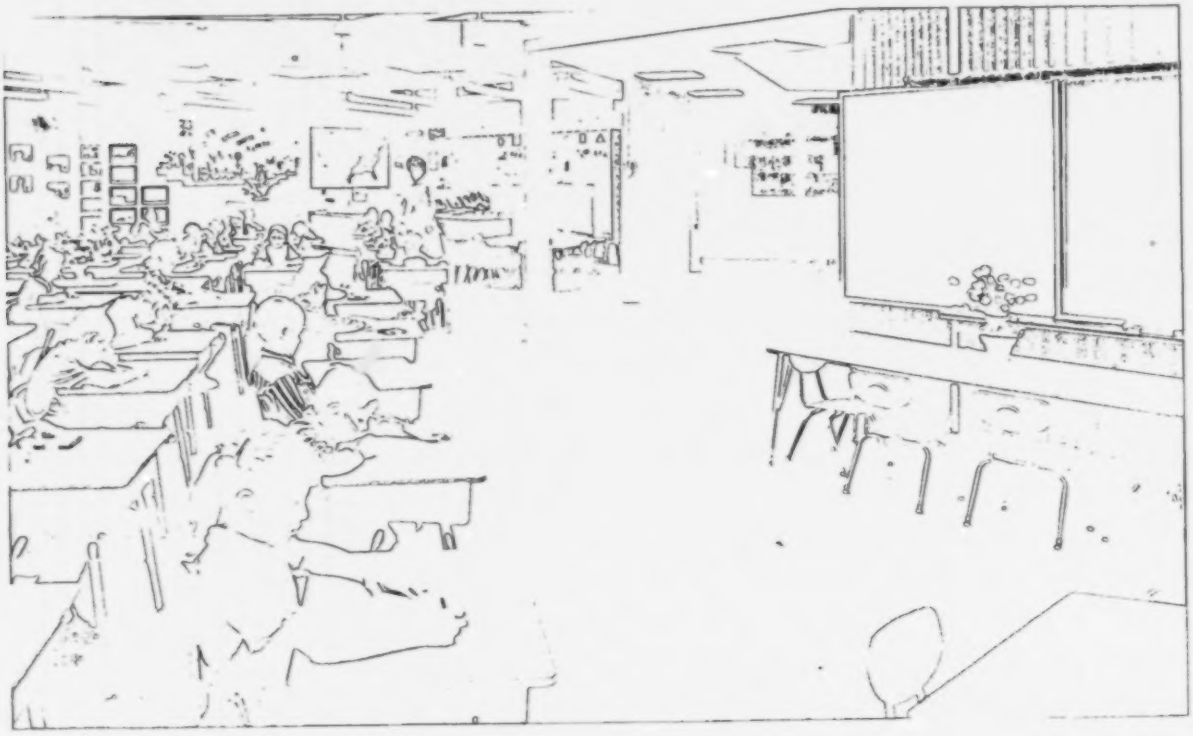
This school is designed to accommodate both traditional and team teaching programs. Each classroom building has four classrooms grouped around a multiuse area. Interior walls between this center space and the classrooms are folding walls. The fixed walls are tack walls with vinyl fabric over fiberboard. All instructional areas are air-conditioned and fully carpeted. The exterior walls are rough sawn redwood with brick wainscot. The roofs are cedar shingles.



SECTION

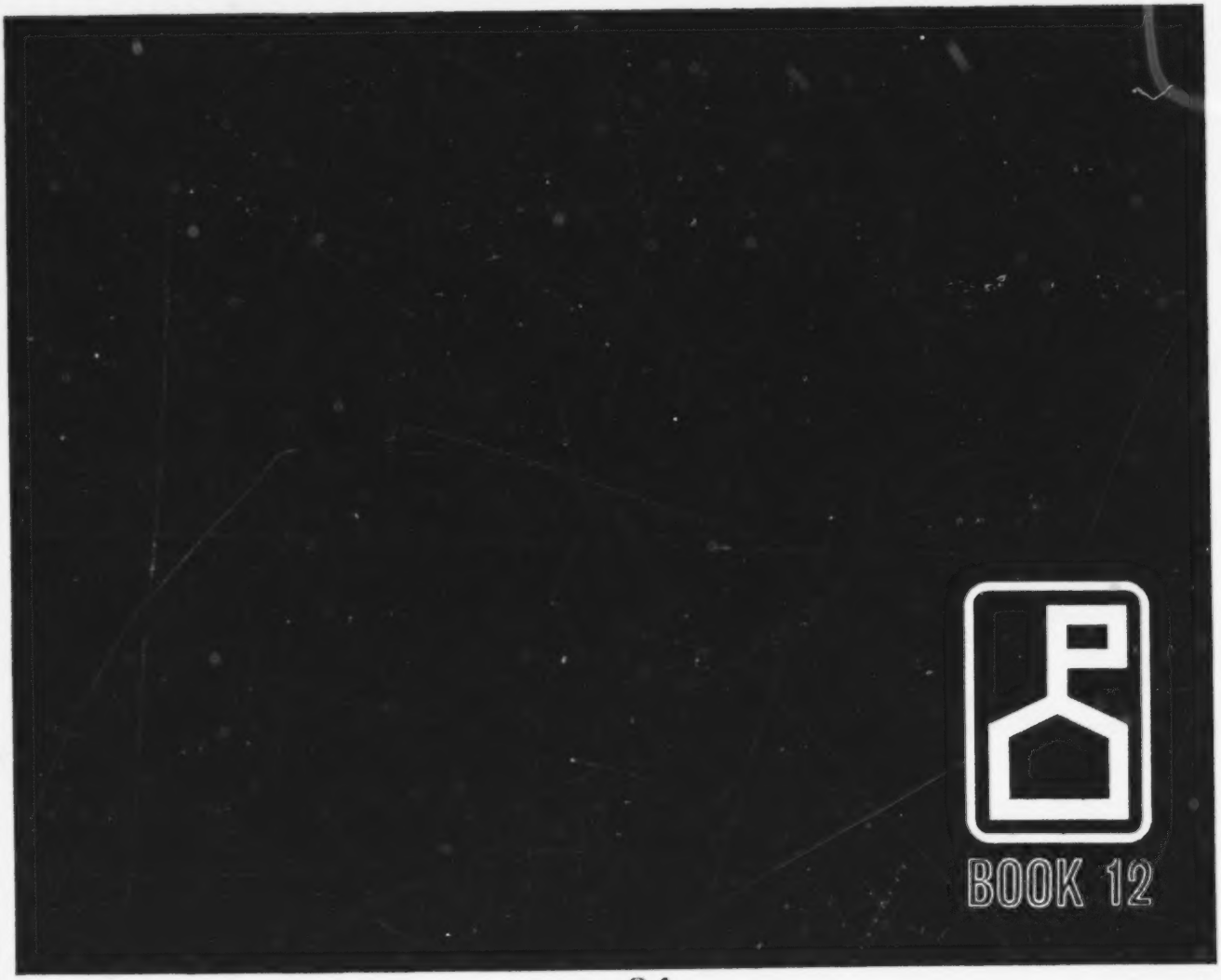


The chalkboards are on a sliding track.



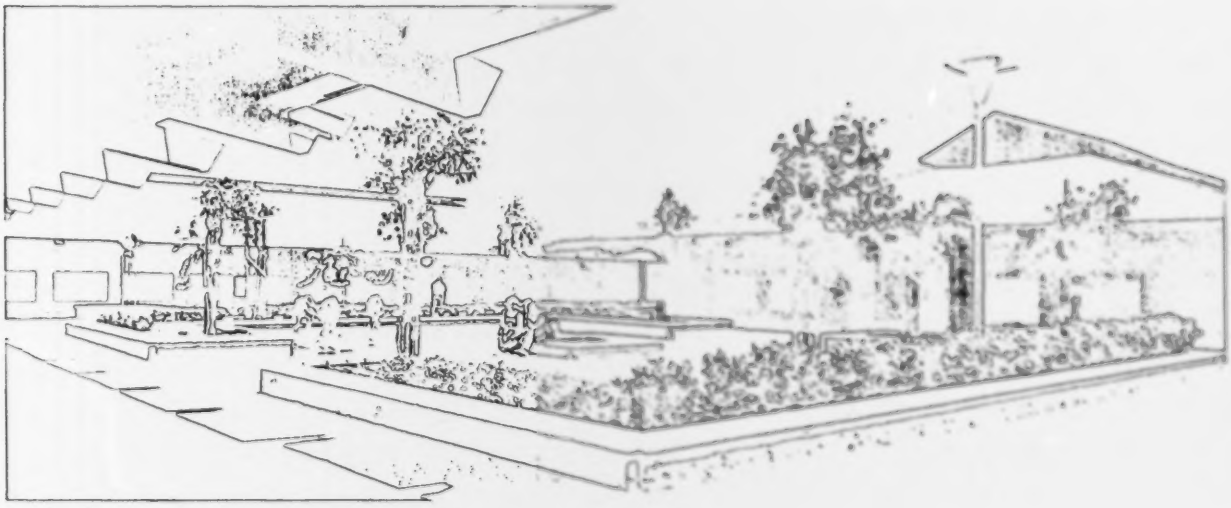
Sometimes we work with our neighbors.

Lynbrook High School



Lynbrook High School
Fremont Union High School District
A. C. Stevens, Jr., Superintendent
Masten, Hurd and Abrams (a joint venture), Architects
James H. Orsburn, Field Representative

Completed 1965



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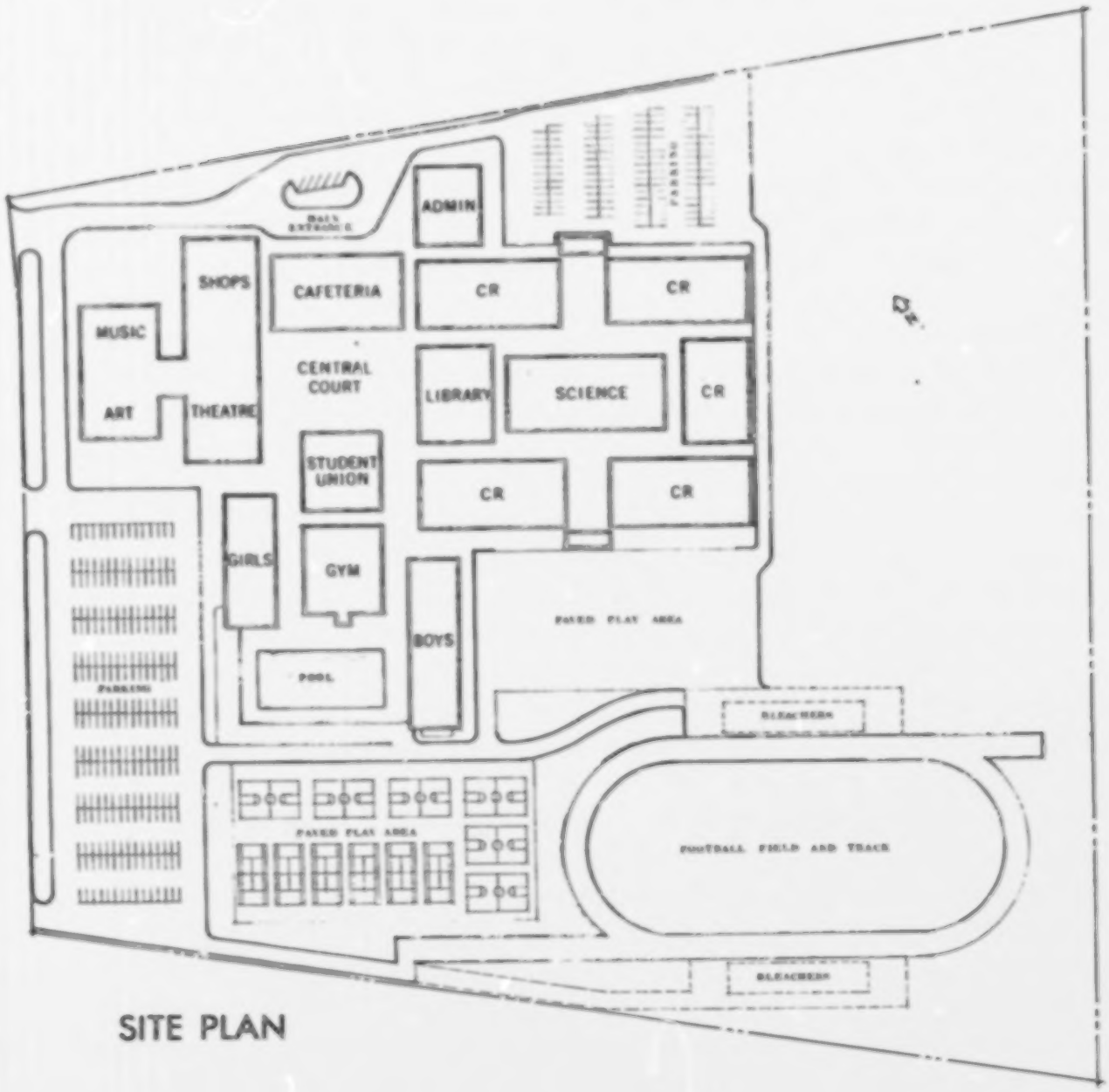

SITE PLAN

Lynbrook High School in Santa Clara Valley features a campus plan. The buildings have broad overhangs and are arranged to create landscaped courts. The exposed beams, shingled roofs, and exterior use of stained woods reflect a trend in California schools toward natural materials.

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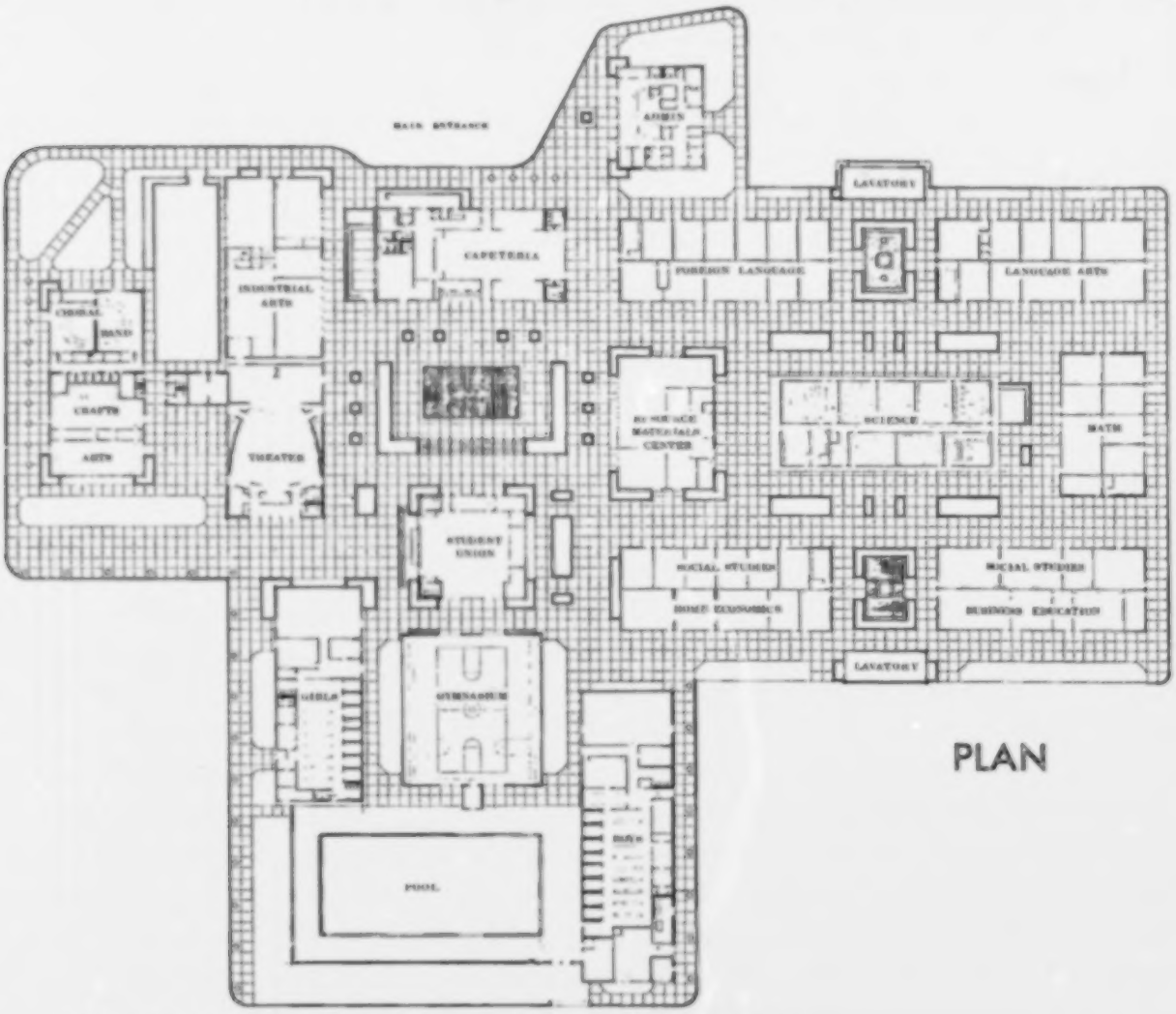
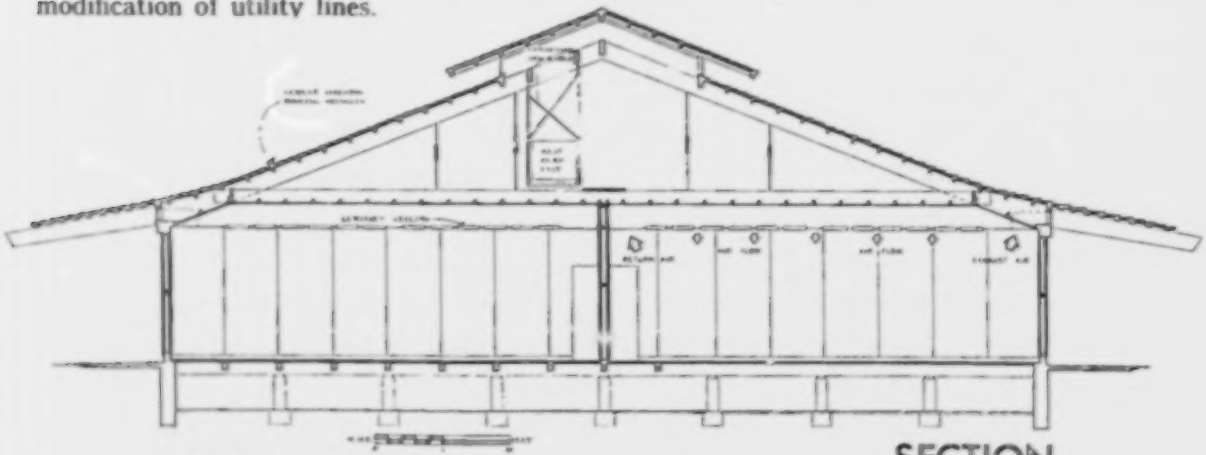


PLAN

This school is designed for an educational program in which extensive use is made of audio-visual materials, including closed-circuit television. Provision has been made for future modifications in the size of the rooms by partitioning them with nonbearing walls, and the suspended floors permit future modification of utility lines.



SECTION

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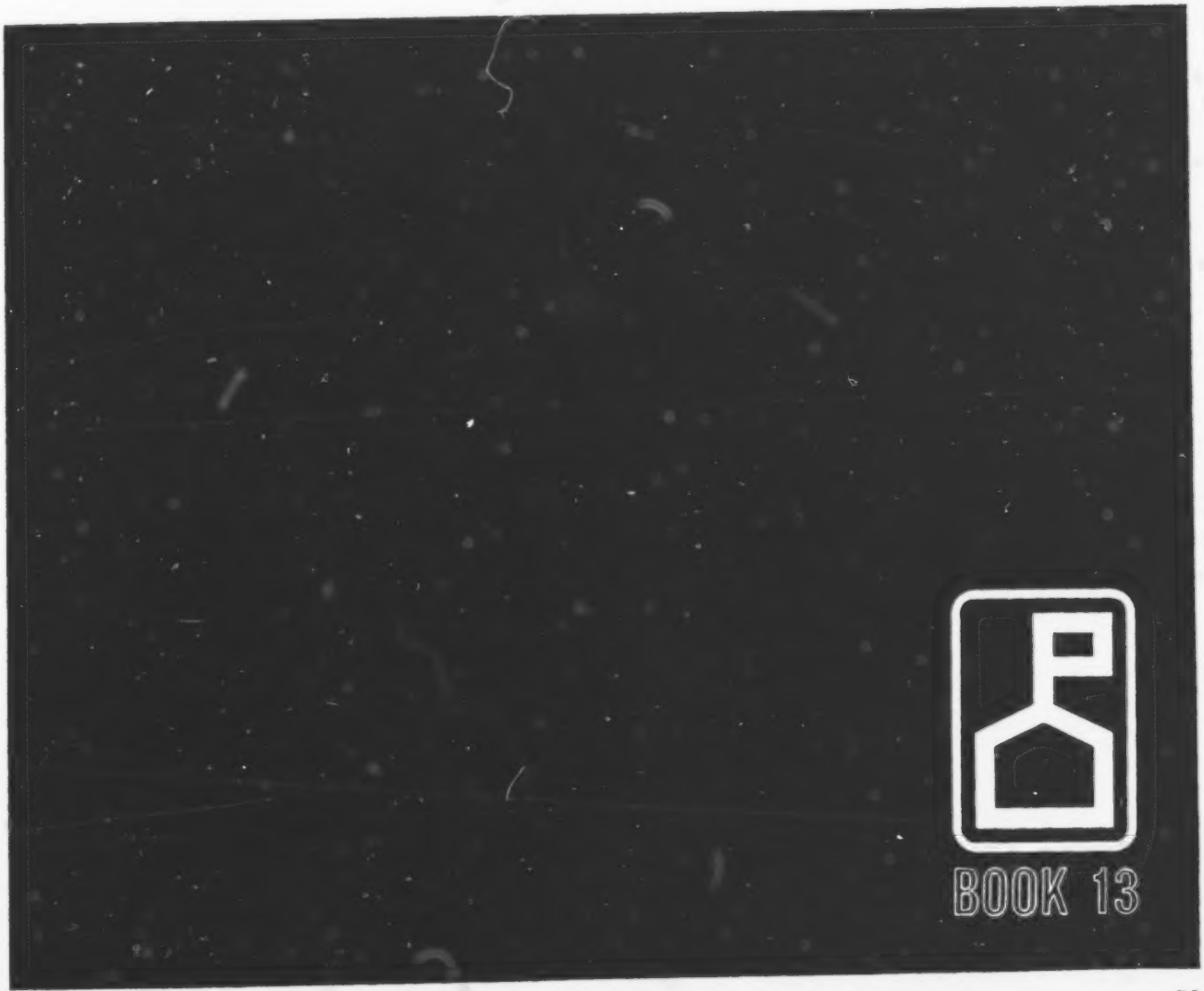
A science lecture hall for 150 students.

Some regular classrooms use carpet too.

Martin B. Tetzlaff Elementary School *



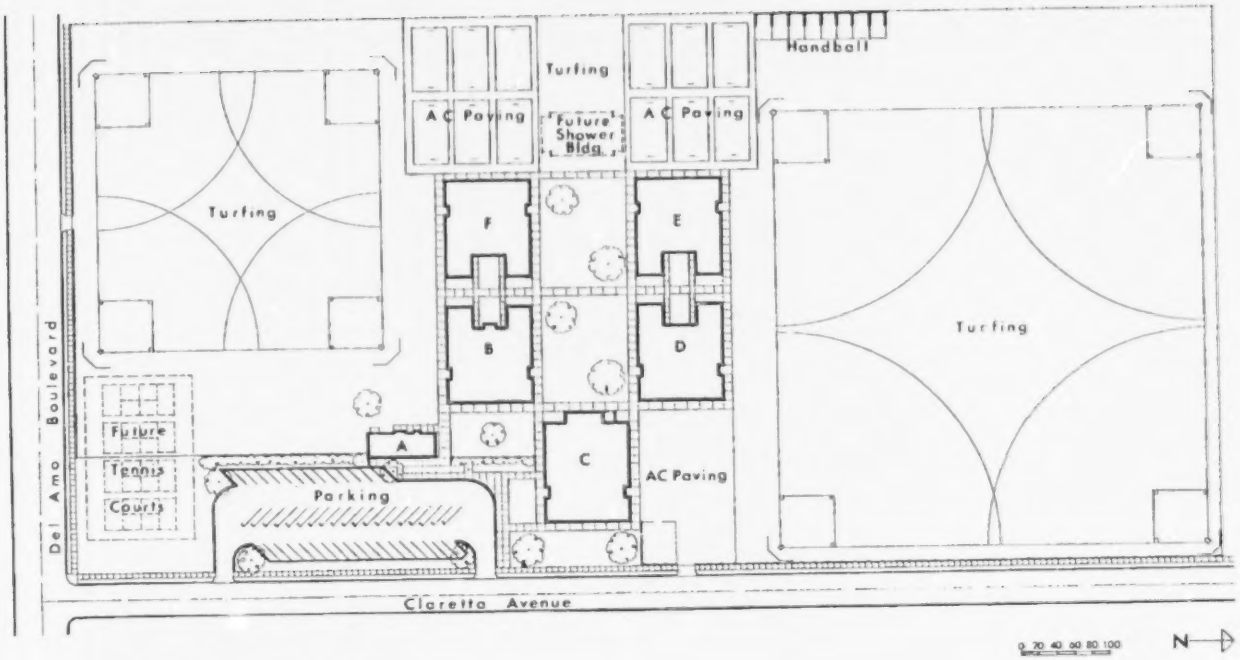
* Financed under the State School Building Aid Program

BEST COPY AVAILABLE

Martin B. Tetzlaff Intermediate School
ABC Unified School District
Murrell M. Miller, Superintendent
Duffy and Dreher, Architects
William G. Knife, Field Representative

Completed 1965

BEST COPY AVAILABLE

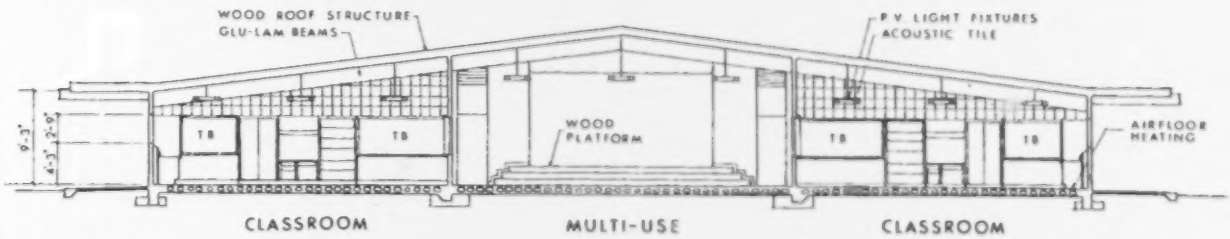


SITE PLAN

Martin B. Tetzlaff School is in a middle-class suburban area near Artesia in Los Angeles County. The mild, sunny climate and near level site permitted the architects to explore design solutions that could continue the finger-plan school tradition of light, airy, spacious classrooms, but in a new geometry space which would permit today's educational programs. The resultant buildings are highly satisfactory except for the somew' at limited fenestration patterns.

PLAN

The school consists of five classroom buildings and an administration unit. Typical buildings have four standard classrooms and two specialized classrooms grouped around a multiuse room. These units house a core teaching program. They can be readily converted to accommodate team teaching or other programs in the future.



SECTION

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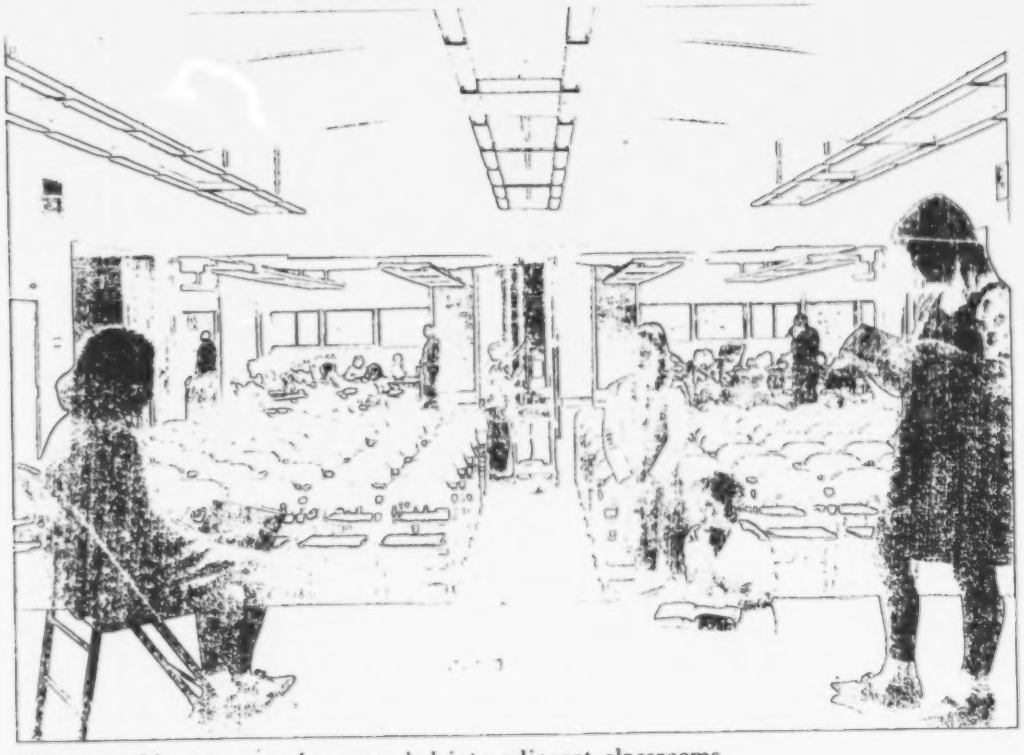
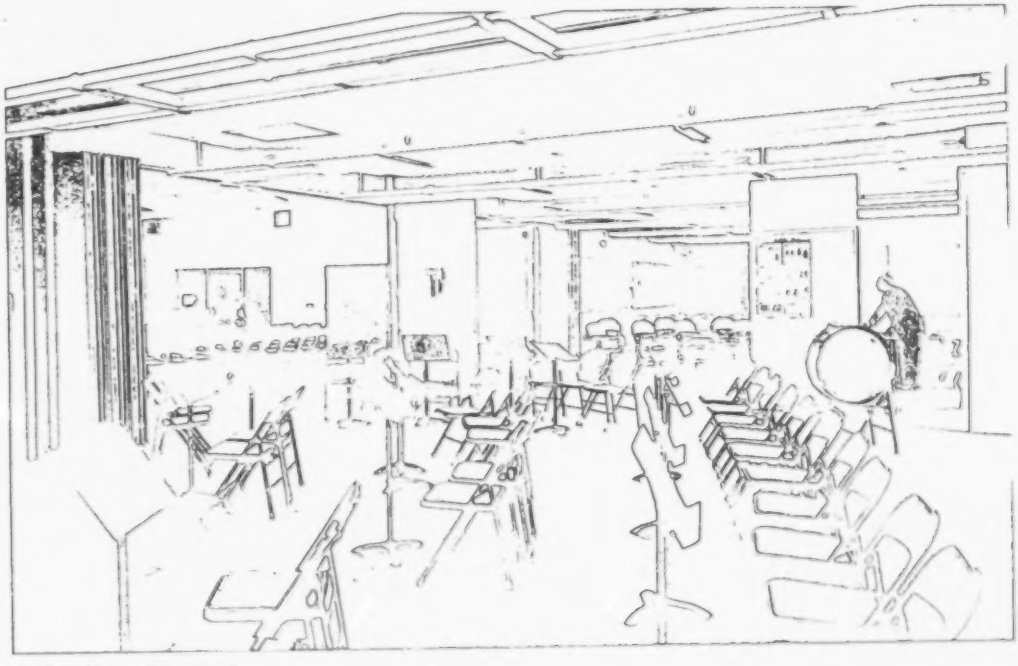
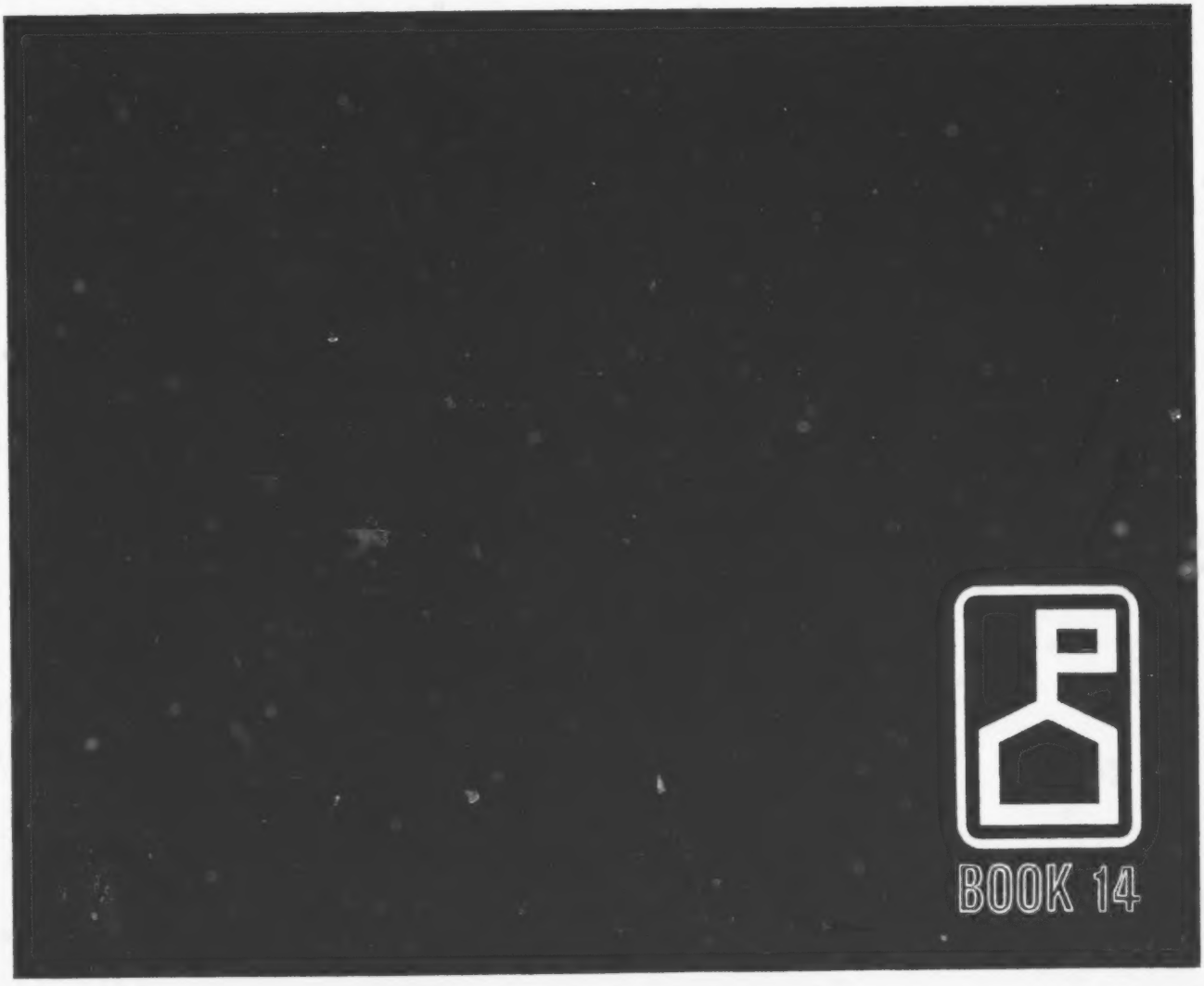


This assembly room can be expanded into adjacent classrooms.

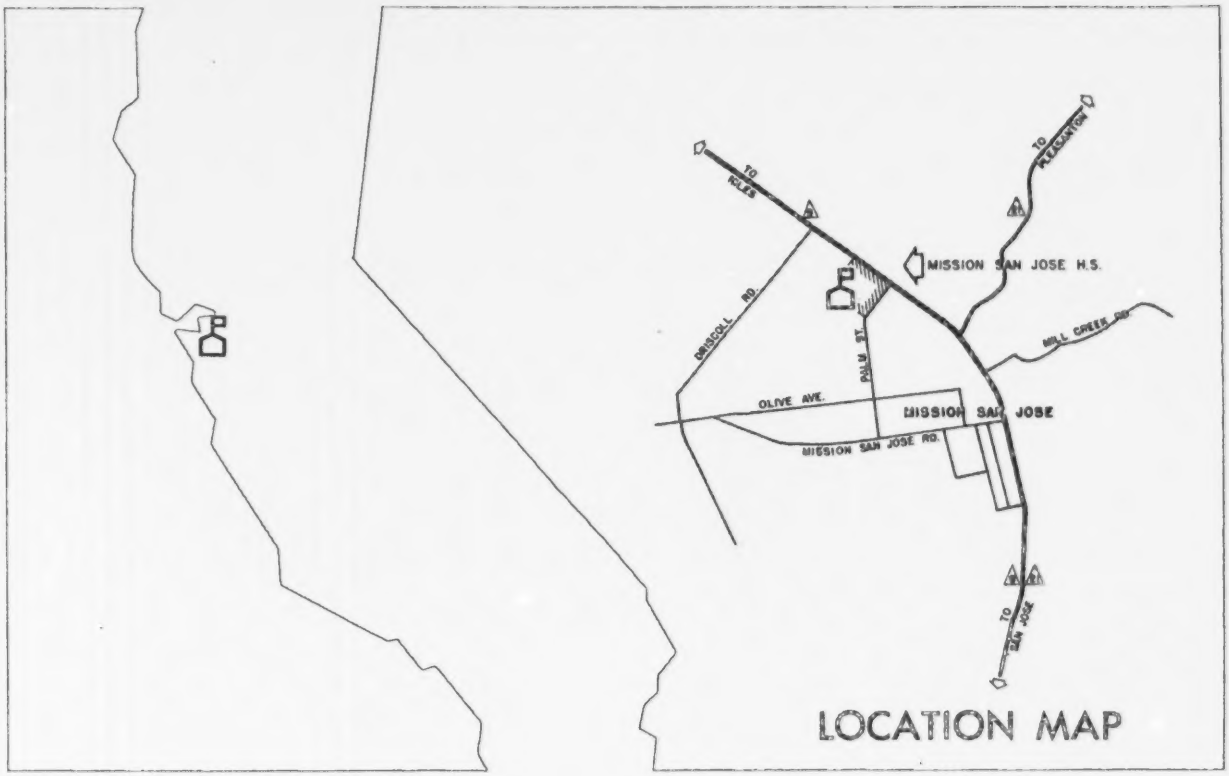


A flat floor for music.

Mission San Jose High School *

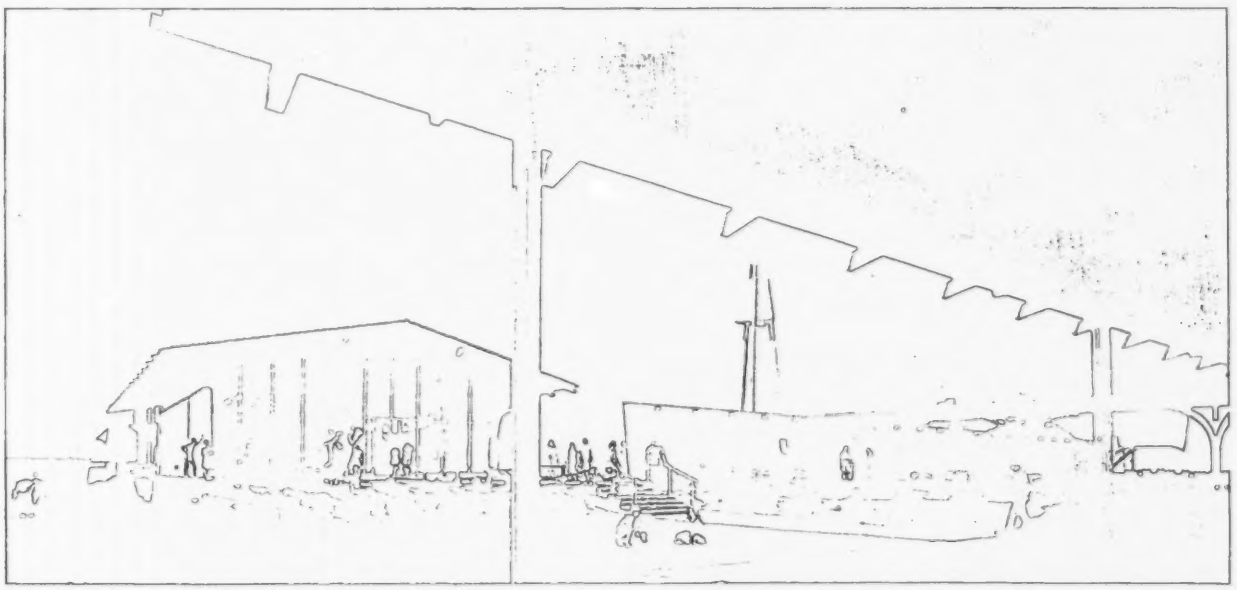


* Financed under the State School Building Aid Program



Mission San Jose High School
Fremont Unified School District
William J. Bolt, Superintendent
Falk and Booth, Architects
Howard L. Rowe, Field Representative

Completed 1964



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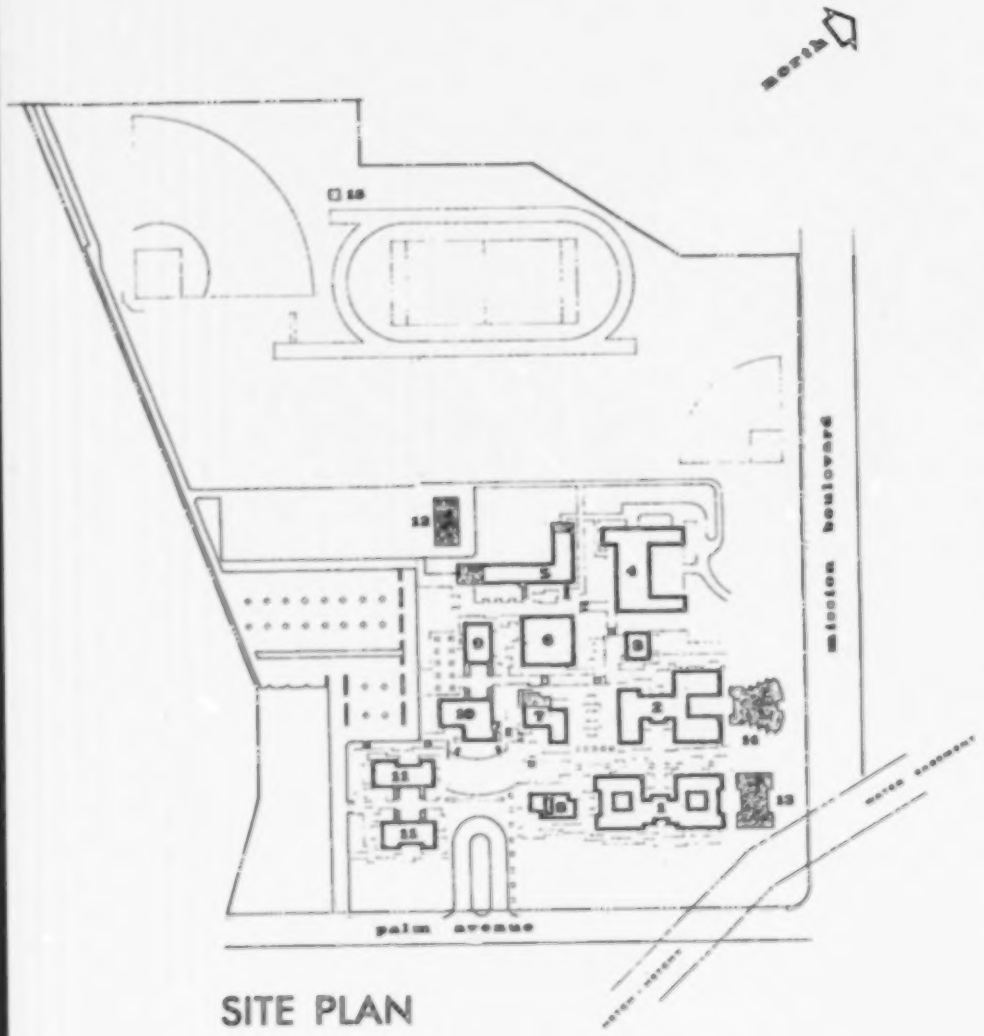
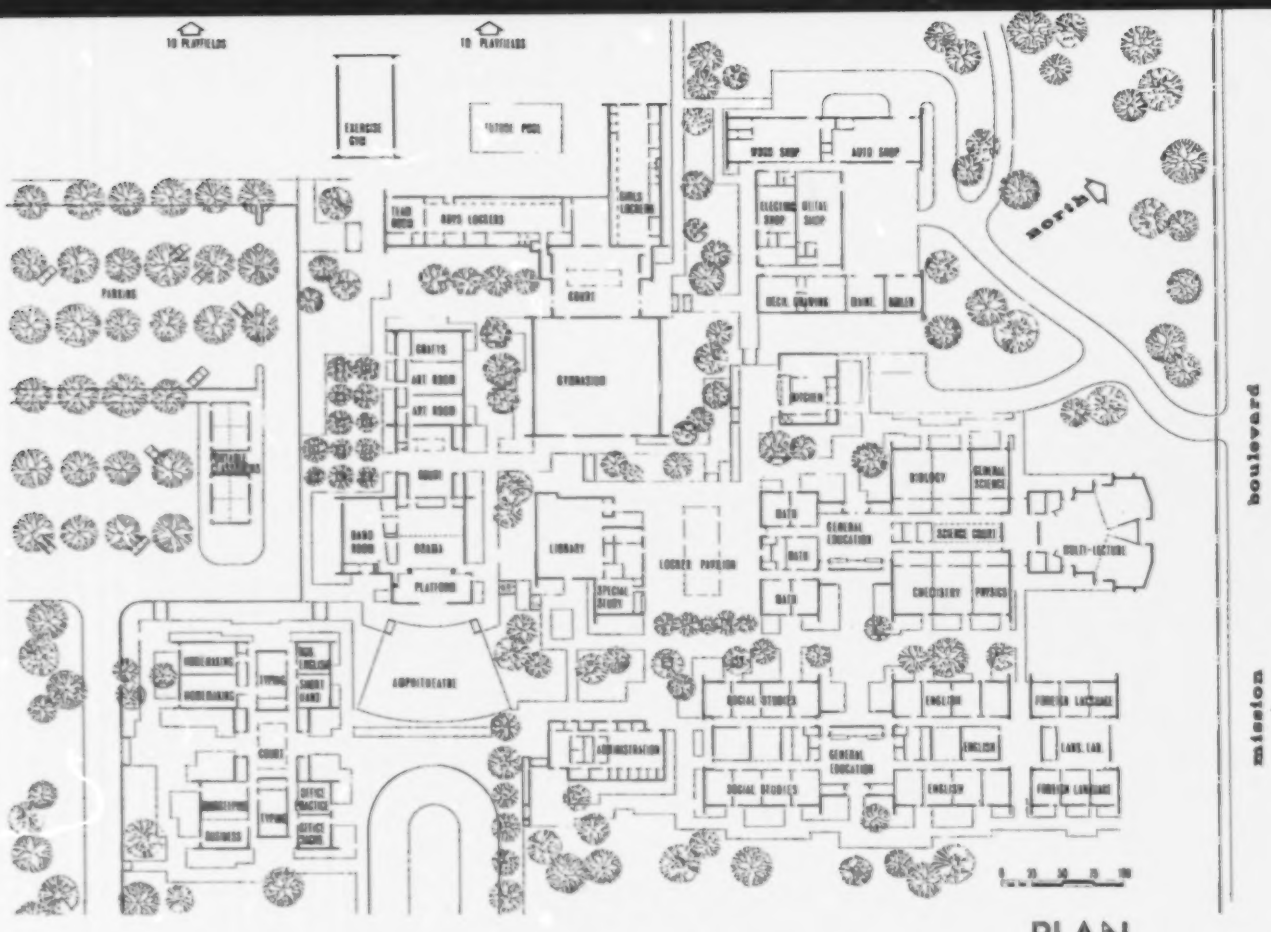


SITE PLAN

LEGEND

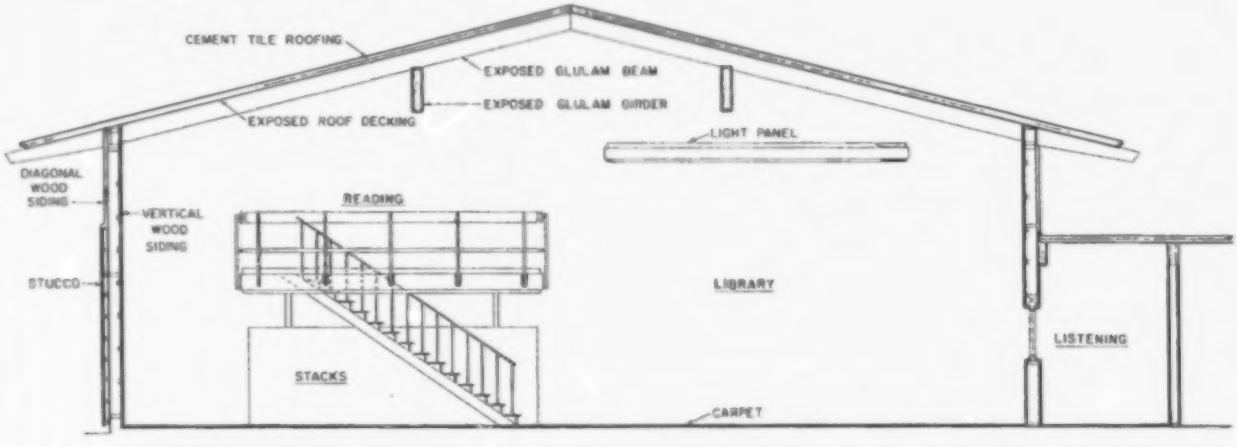
1 English, Soc. Studies, Language
2 Biology, Chemistry, Math
3 Kitchen, Dining
4 Shops, Mechanical Drawing
5 Locker Rooms
6 Gymnasium
7 Library
8 Administration
9 Arts & Crafts
10 Drama, Band
11 Homemaking, Business
12 Auxiliary Gym
13 Classrooms
14 Lecture Hall
15 Yard Building

The design of Mission San Jose High School has been influenced by Spanish architecture. The school is near Mission San Jose, which was founded by Father Fermin F. Lasuén in 1797. The low sheltering roofs of clay tile, the arcade motif of the covered walks and the entrance doors, and the white textured stucco contribute to an esthetically beautiful campus in harmony with the traditions of the region.



PLAN

The district is experimenting with team teaching. To accommodate this program, small multipurpose areas are placed in the center of classroom complexes, which can be used for large group instruction. Closed-circuit television is available as an instructional media for these large groups. Teacher preparation rooms are adjacent to these multiuse areas. The library and the administration building will be of special interest to visitors.



LIBRARY SECTION

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A mezzanine increases study space.

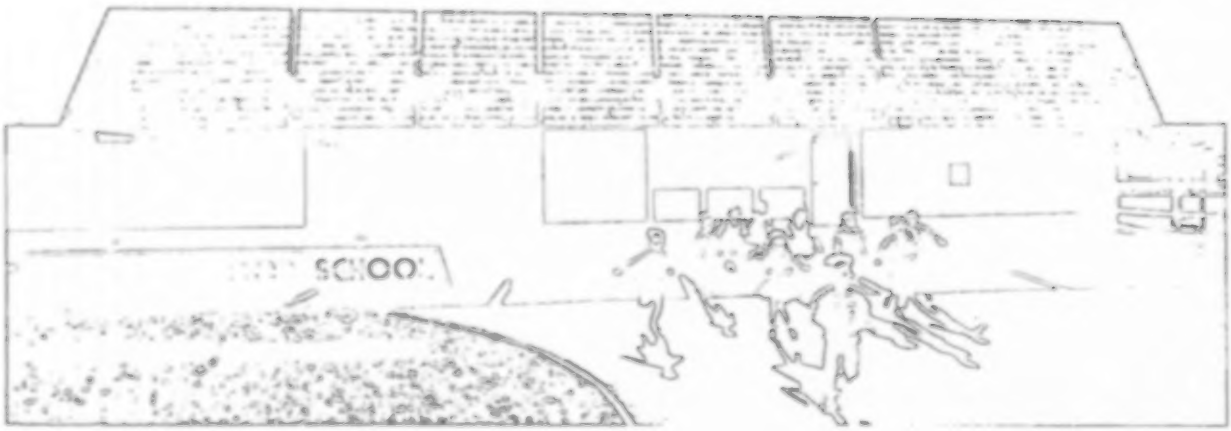
Waiting for a counselor.

Northwood Elementary School *

* Financed under the State School Building Aid Program

Northwood Elementary School
Berryessa Union School District
Donald S. Blair, Superintendent
Kress and Winston, Architects
James H. Orsburn, Field Representative

Completed 1965



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SITE PLAN

The Northwood School was developed as a prototype for the district. Each building can function independently as a self-contained "little school." They are designed to accommodate either traditional educational programs or to house various patterns of team teaching.

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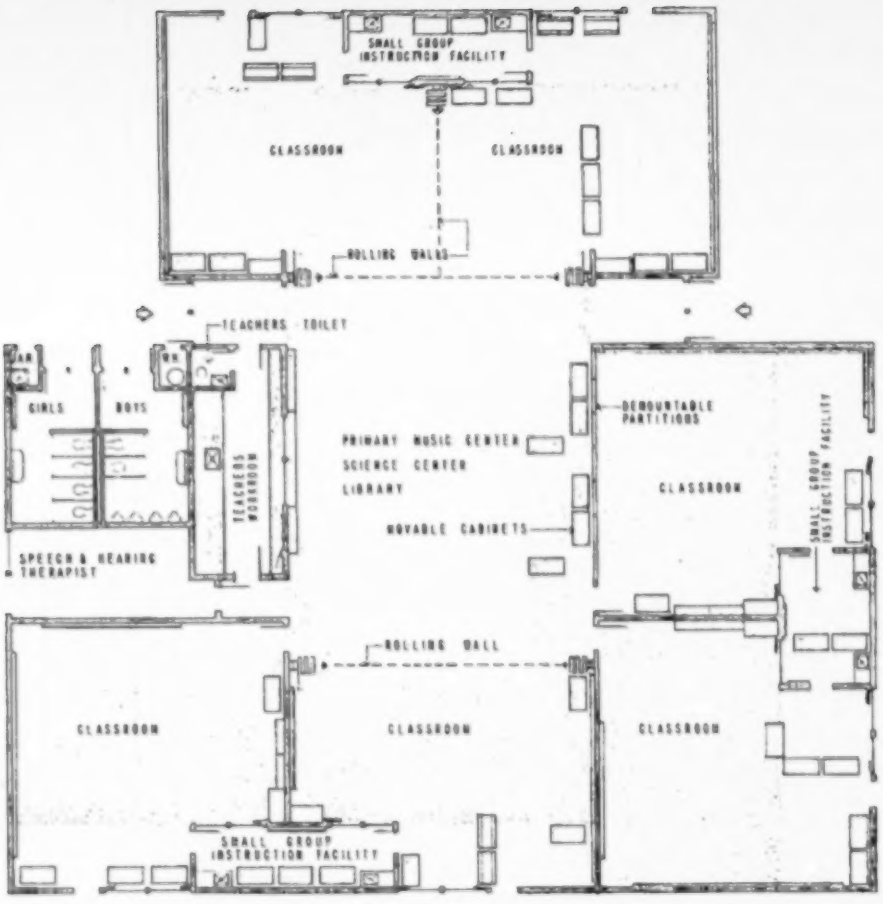
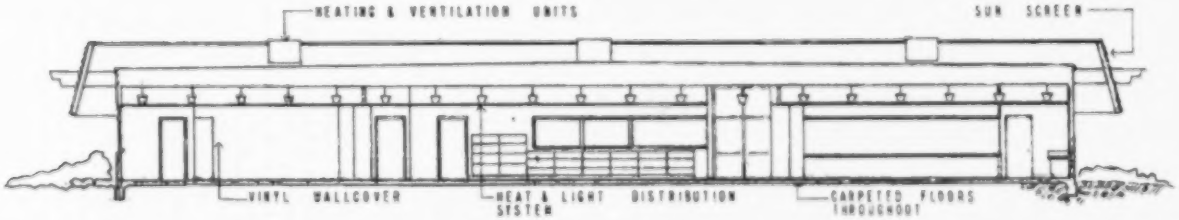


PLAN

This school is designed so that demountable partitions can be quickly erected or removed without damage to the floor or ceiling. This required an integration of the structure, air distribution, and lighting. Therefore, these elements are designed into a suspended indirect lighting system which is installed on a modular grid. Carpets and closed-circuit television add to the flexibility of the plant. Although the three classroom buildings are identical in design to achieve construction economies, their interiors vary greatly in appearance because of the variation in furniture and equipment, the location of room dividers, and the colors selected.



SECTION

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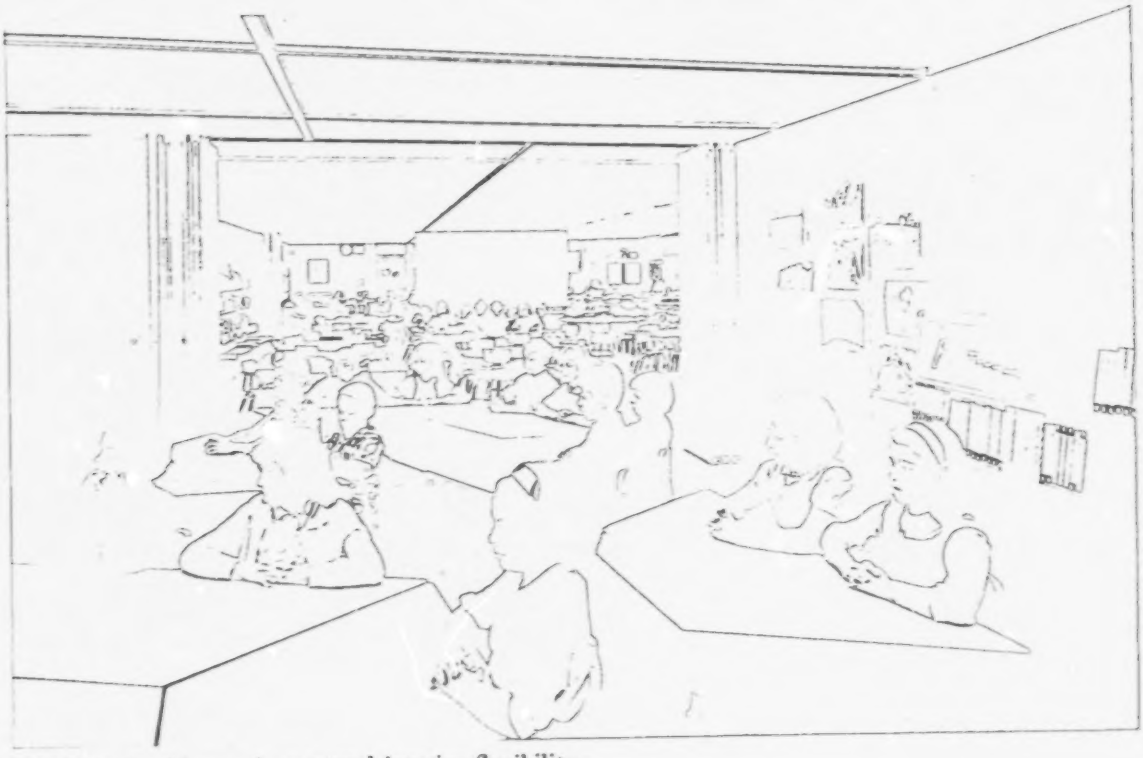
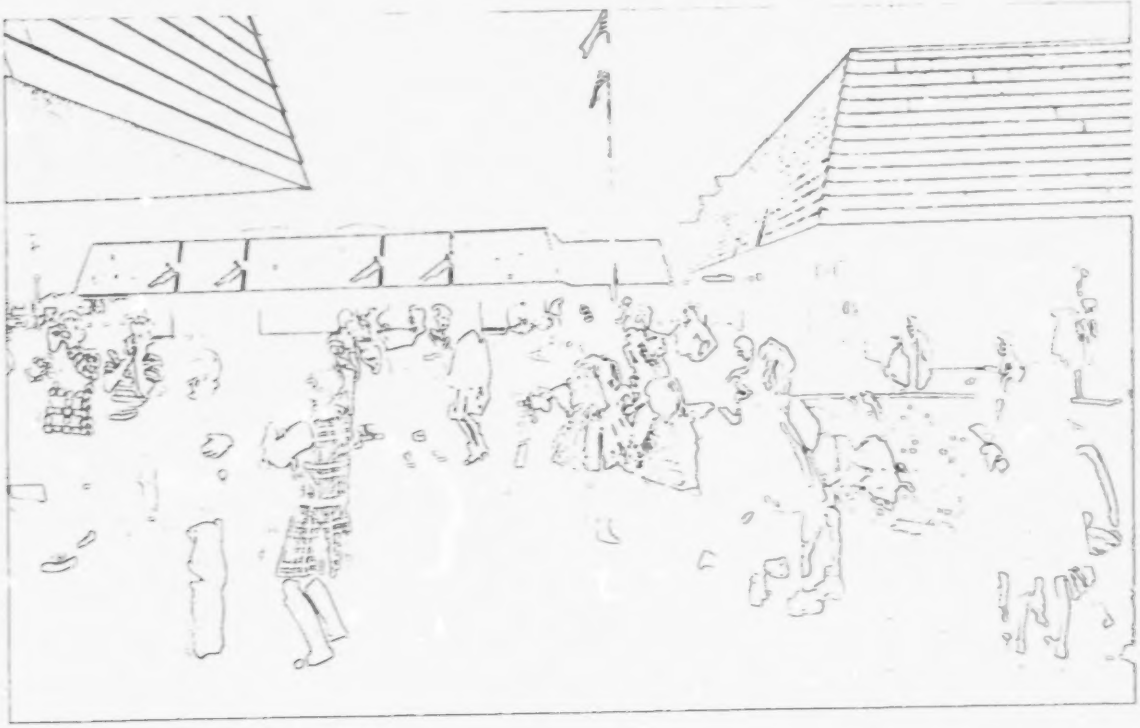
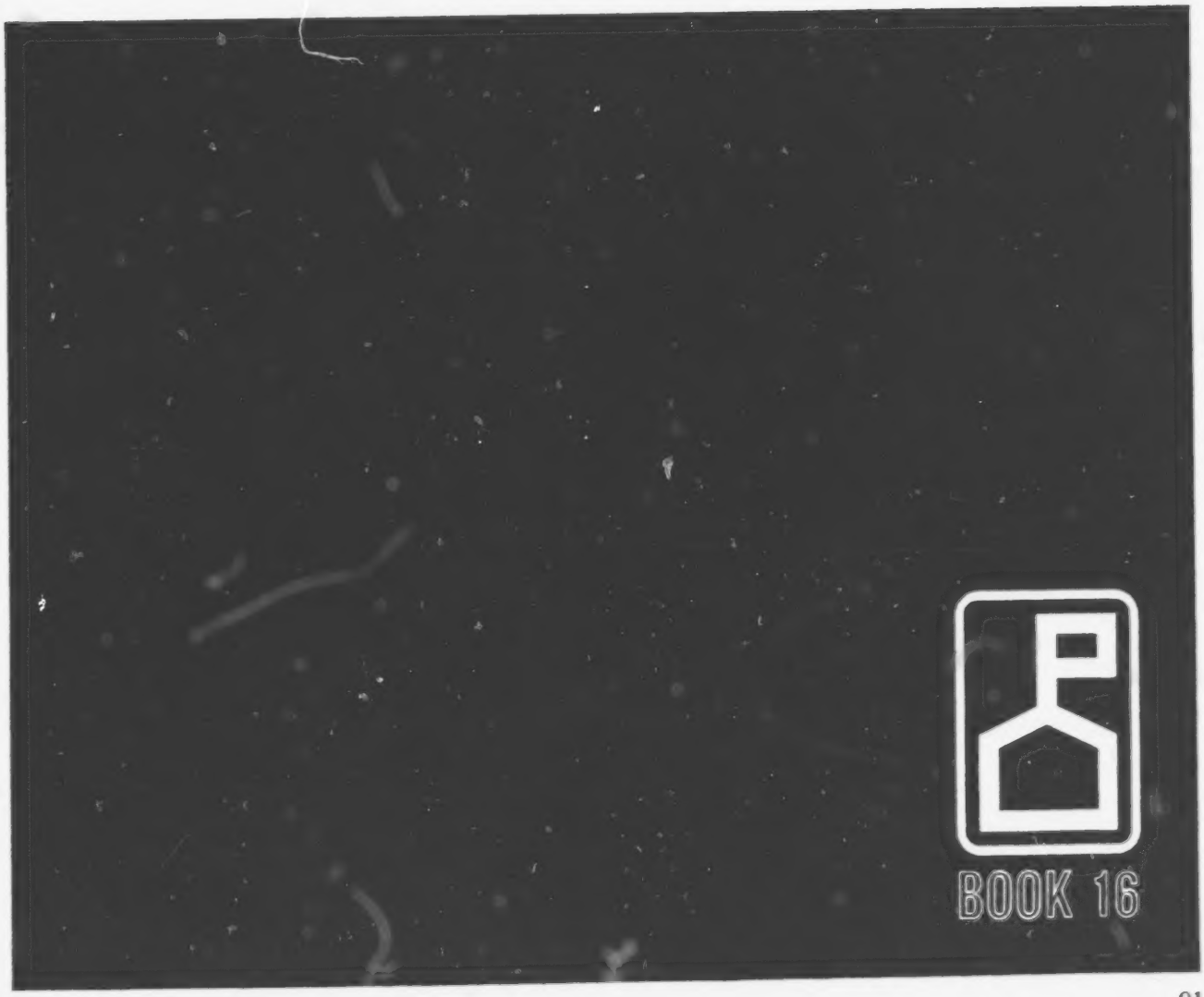


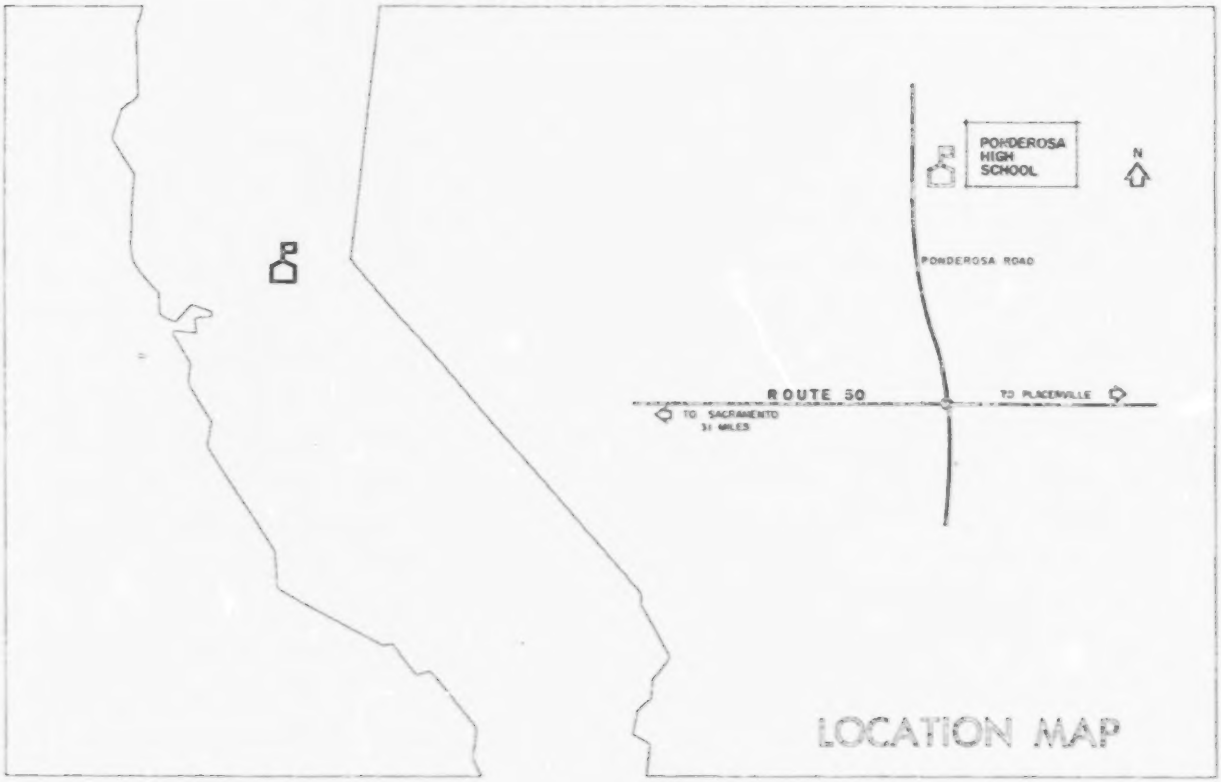
Northwood achieves almost total interior flexibility.



Courts meet social needs of children.

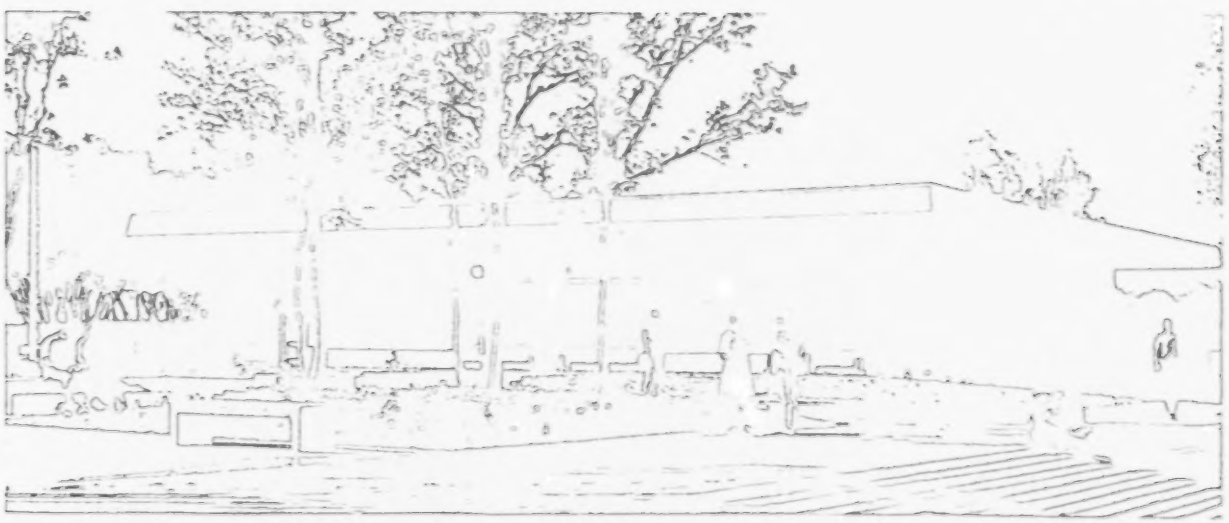
Ponderosa High School





Ponderosa High School
El Dorado Union High School District
Albert A. Schlueter, Superintendent
Starks, Jozens and Nacht, Architects
William J. Wynn, Field Representative

Completed Phase I, 1963
Phase II, 1966



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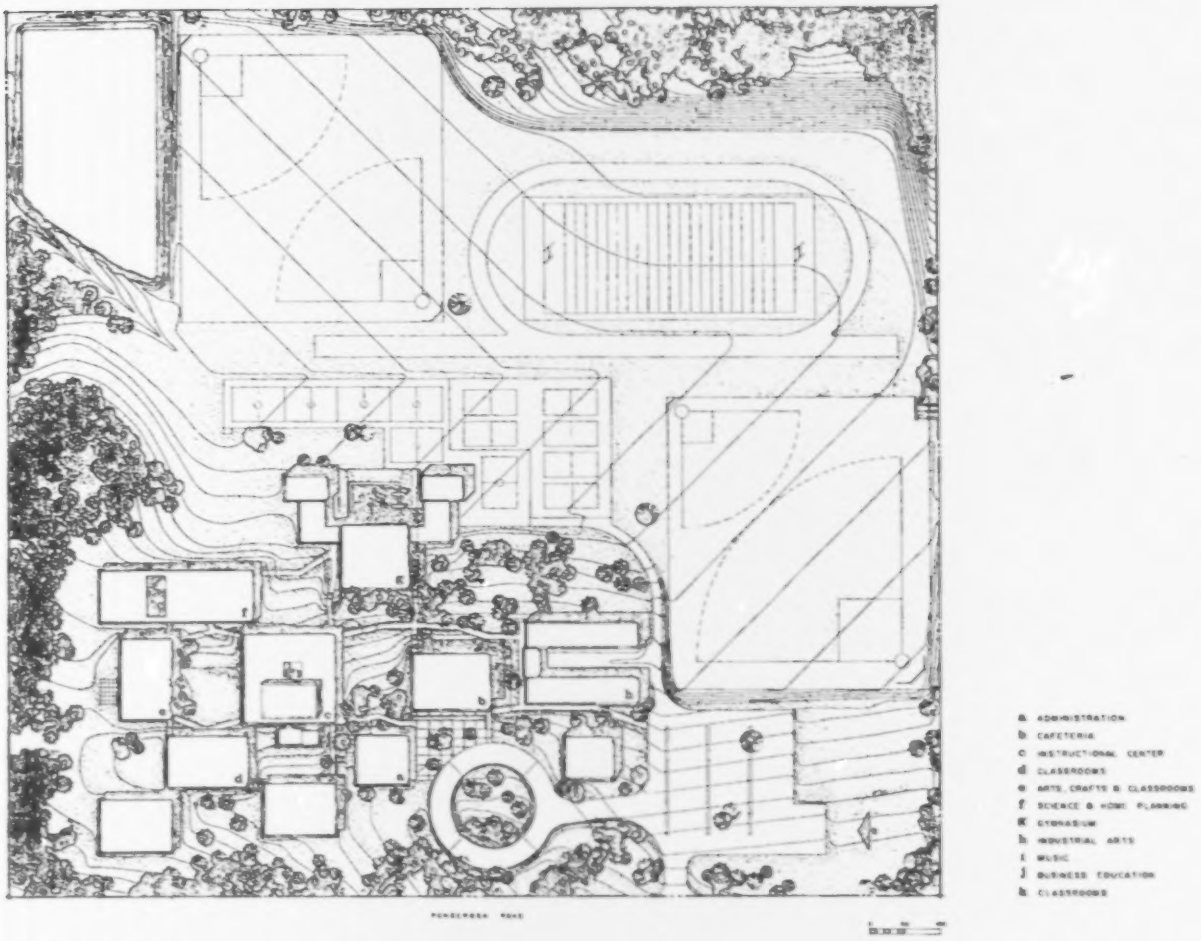
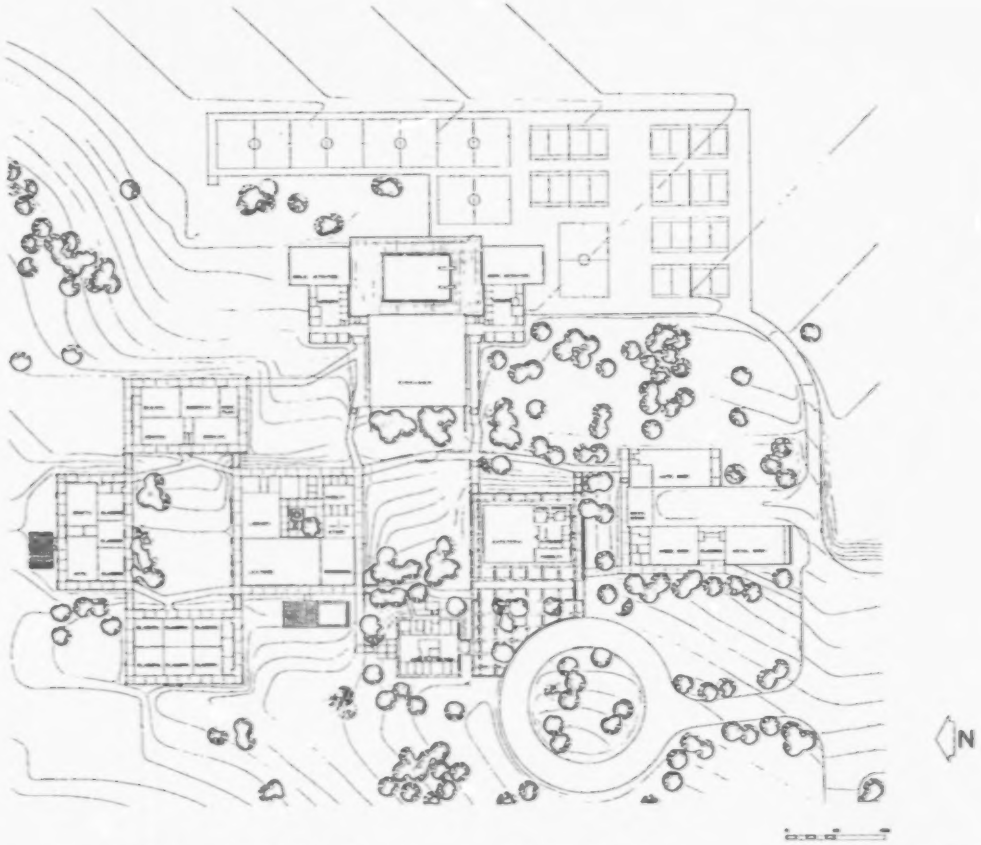


SITE PLAN

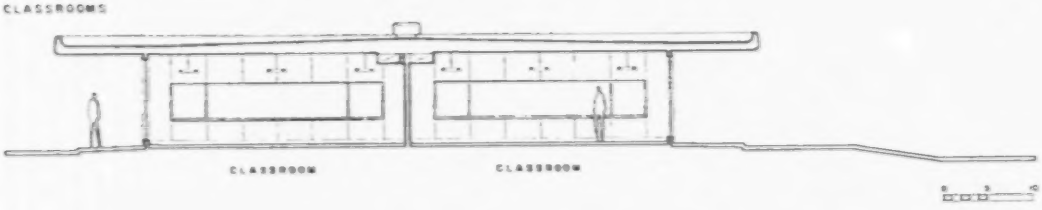
Ponderosa High School is located in the gently rolling foothills of the Sierra Nevada Mountains. Unusual care was taken to preserve the natural beauty of the site. The buildings are set at various elevations and separated sufficiently to give the observer broad vistas of the surrounding hills.

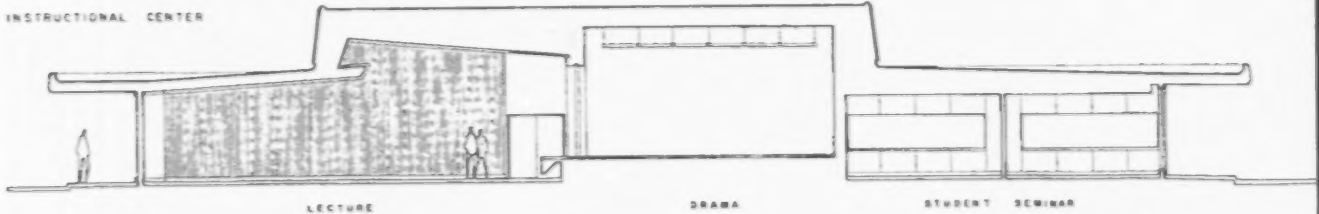
86 BEST COPY AVAILABLE



PLAN

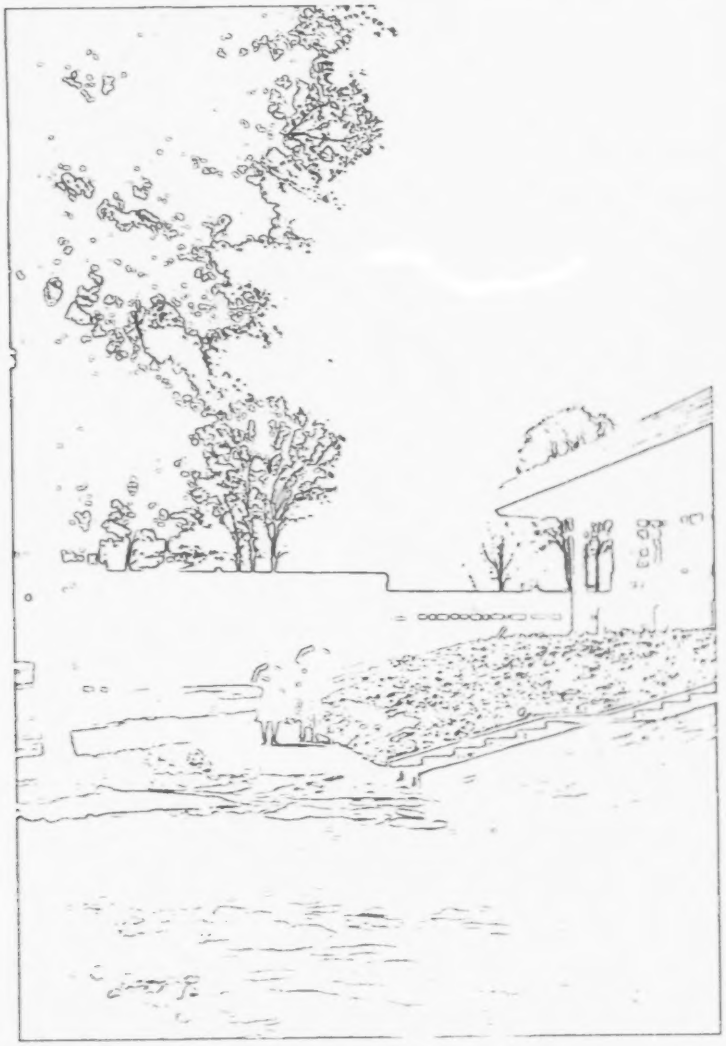
The Instructional Center Building is of unusual interest. It contains a small theater and drama complex, a library with an enclosed reading patio, seminar areas for student use, and special teacher workrooms. The school has limited flflexibility; however, the most recently built classrooms are separated with folding partitions to permit large group instruction. Exterior walls and facias are of stained redwood. The wide overhangs shield the generous windows and protect the wood siding from sun and rain.





SECTION

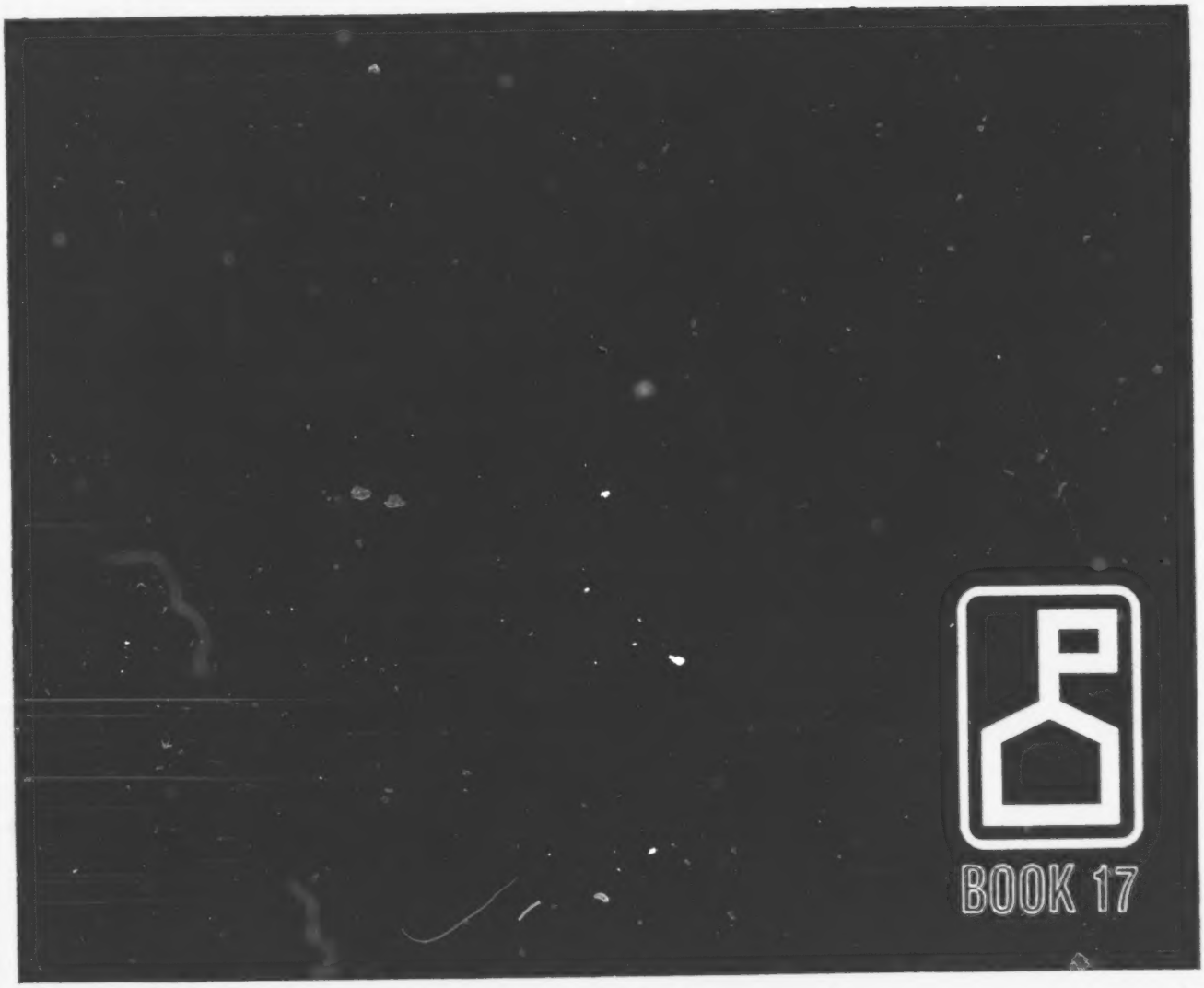
87



An oak grove is carefully preserved.

Windows accomplish a charming integration of interior and exterior spaces.

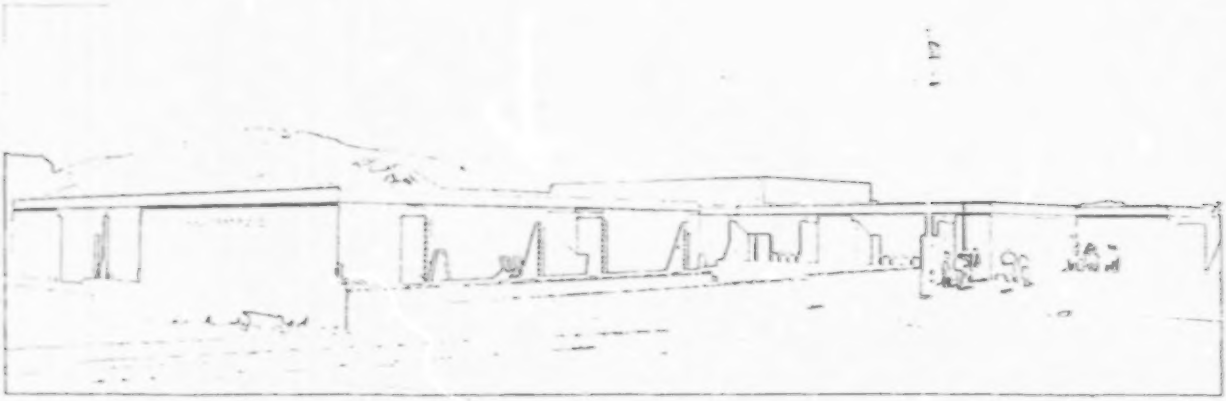
Portola Elementary School *



* Financed under the State School Building Aid Program

Portola Elementary School
Laguna Salada Union School District
Frederick E. Lucas, Superintendent
Masten and Hurd, Inc., Architects
James H. Orsburn, Field Representative

Completed 1965



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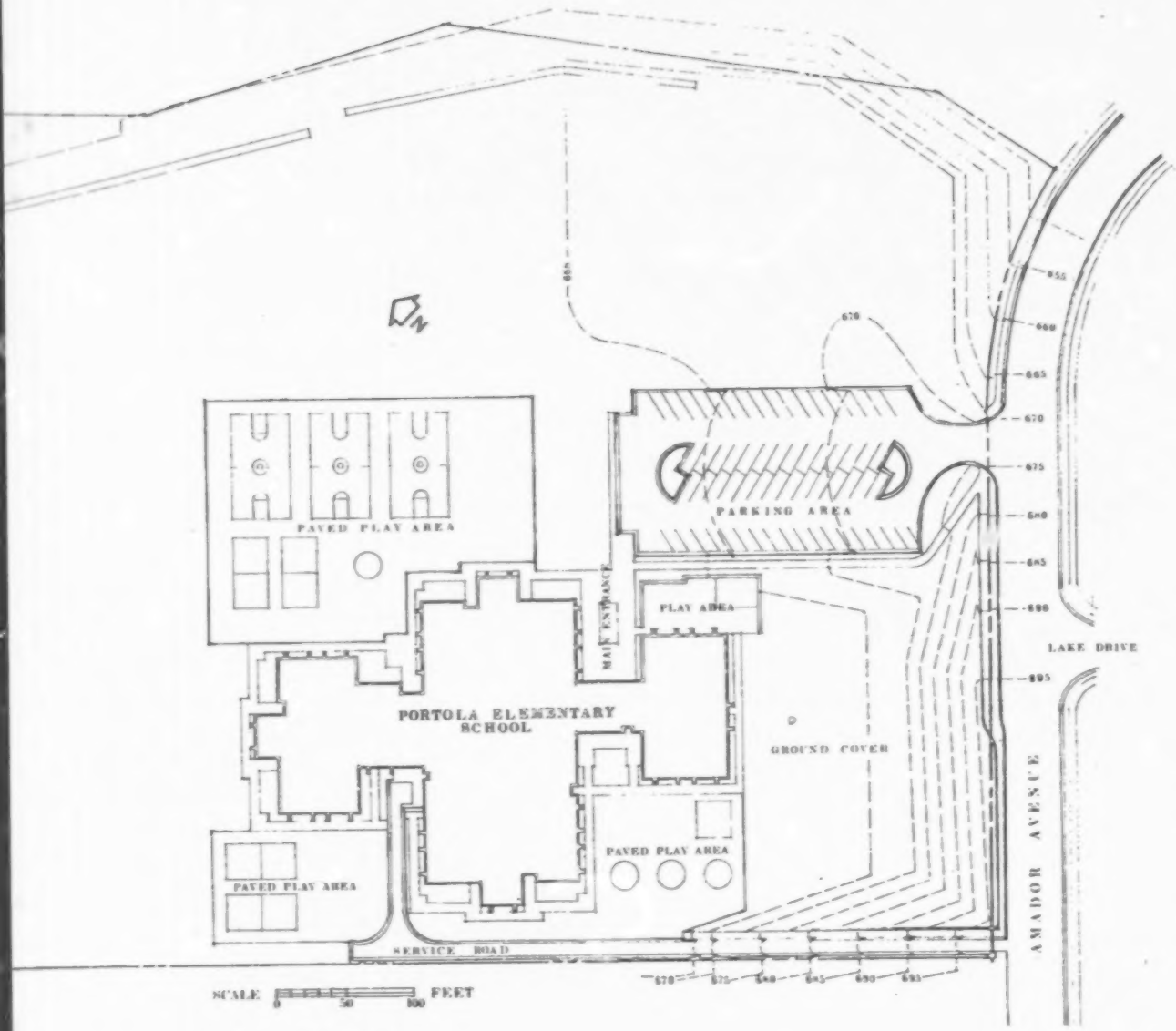

SITE PLAN

The Portola School is on a bluff above the Pacific Ocean. The gray climate, with fog, wind, and salt air, was instrumental in the decision to develop a compact plan with enclosed circulation. Special attention was also necessary in the selection of low maintenance exterior materials.

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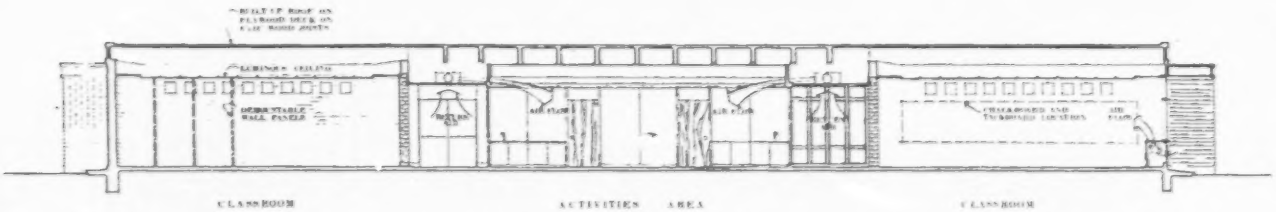
This school is designed to permit the use of both team-teaching and traditional instruction. Flexibility is emphasized in the instructional units, which are composed of five classrooms clustered around an activity area. The school depends almost entirely upon movable furniture to define interior spaces, although a few demountable partitions of a type that can be erected or removed in minutes are also used. All classrooms are carpeted. The open fluid interiors create a highly stimulating learning environment.



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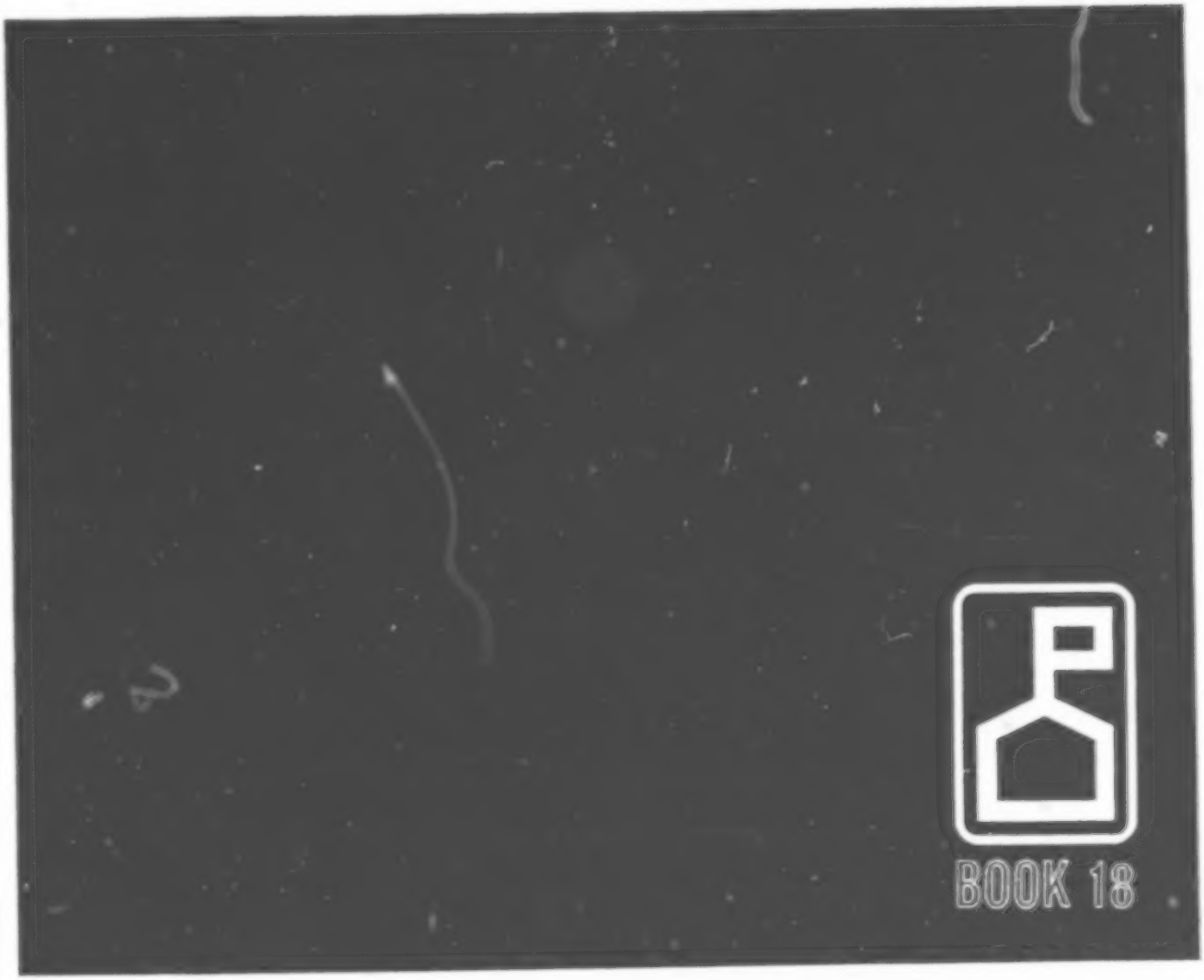
Informal grouping in a commons area.

Carpet minimizes background sound.

Round Meadow Elementary School *



* Financed under the State School Building Aid Program

Round Meadow Elementary School
Las Virgenes Unified School District
Glen A. Wilson, Superintendent
Robert Trask Cox and Associates, Architects
William G. Knife, Field Representative

Completed 1965

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Play Field

SITE PLAN

Round Meadow Elementary School is located in the gently rolling hills of the ranch community of Hidden Hills, a suburb of Los Angeles. It complements its surroundings with exteriors of rough-textured redwood siding and shingled roofs. The sloping site required that the buildings and their adjacent outdoor play areas be placed at varying grade levels.

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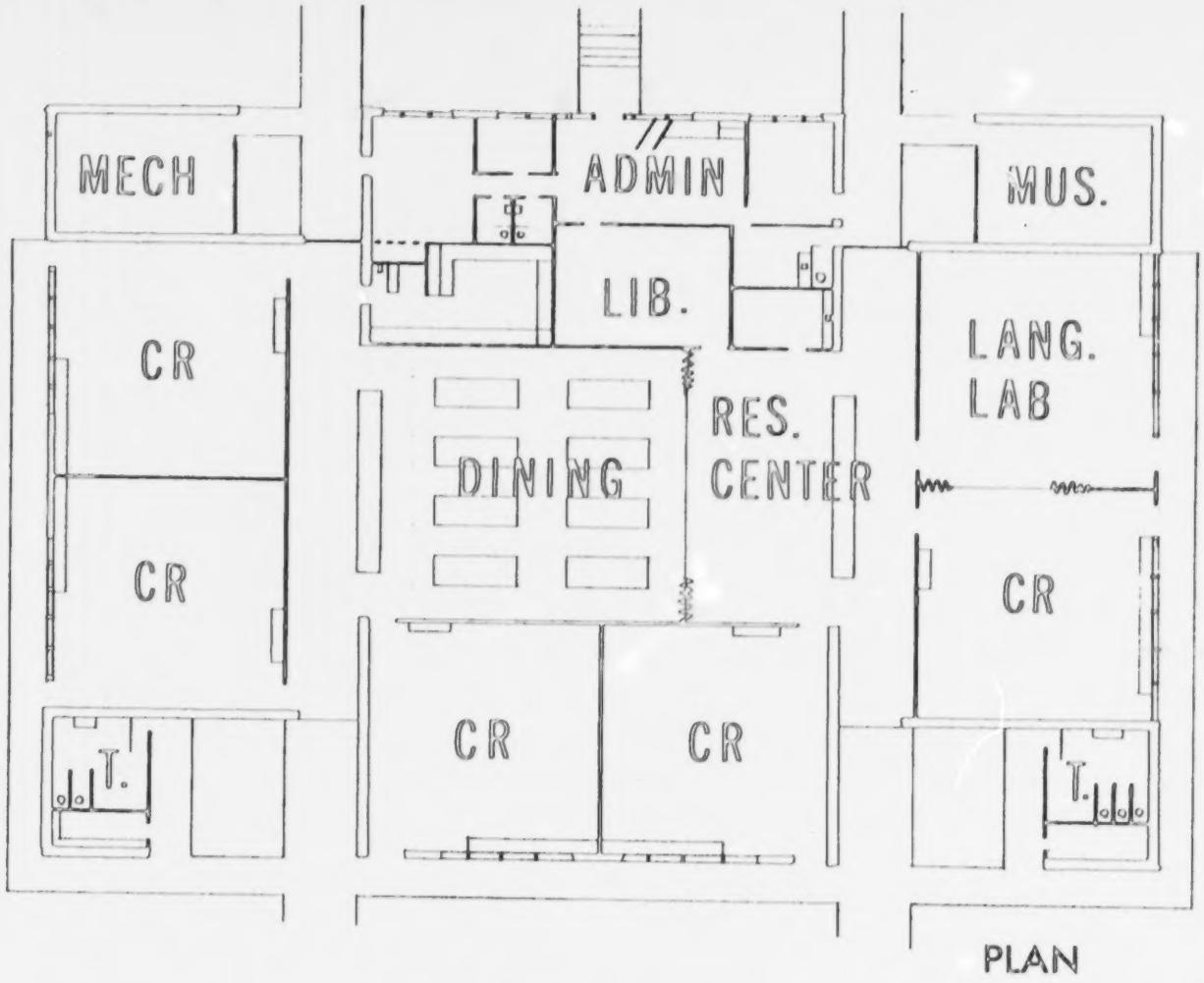
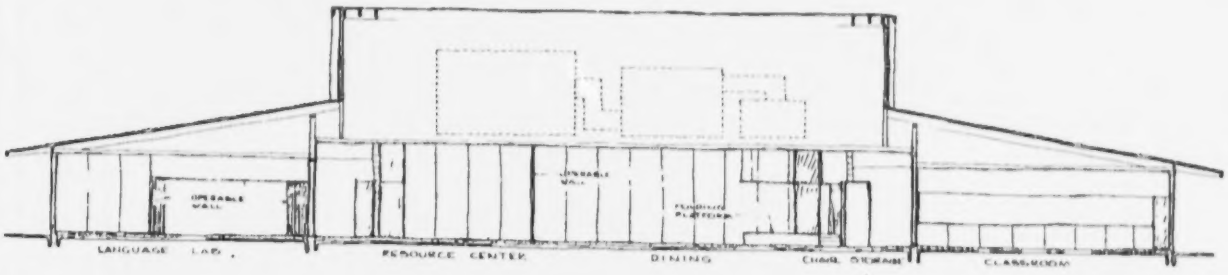


PLAN

This school is designed so that each building can work as a cluster-type "little school." There is a kindergarten unit, a primary unit, and an upper-grade unit. This upper-grade building has feeding facilities and a stage for large group assemblies. The multiuse area includes a resource center and a library. Space flexibility is achieved by folding walls, and the school is air-conditioned.

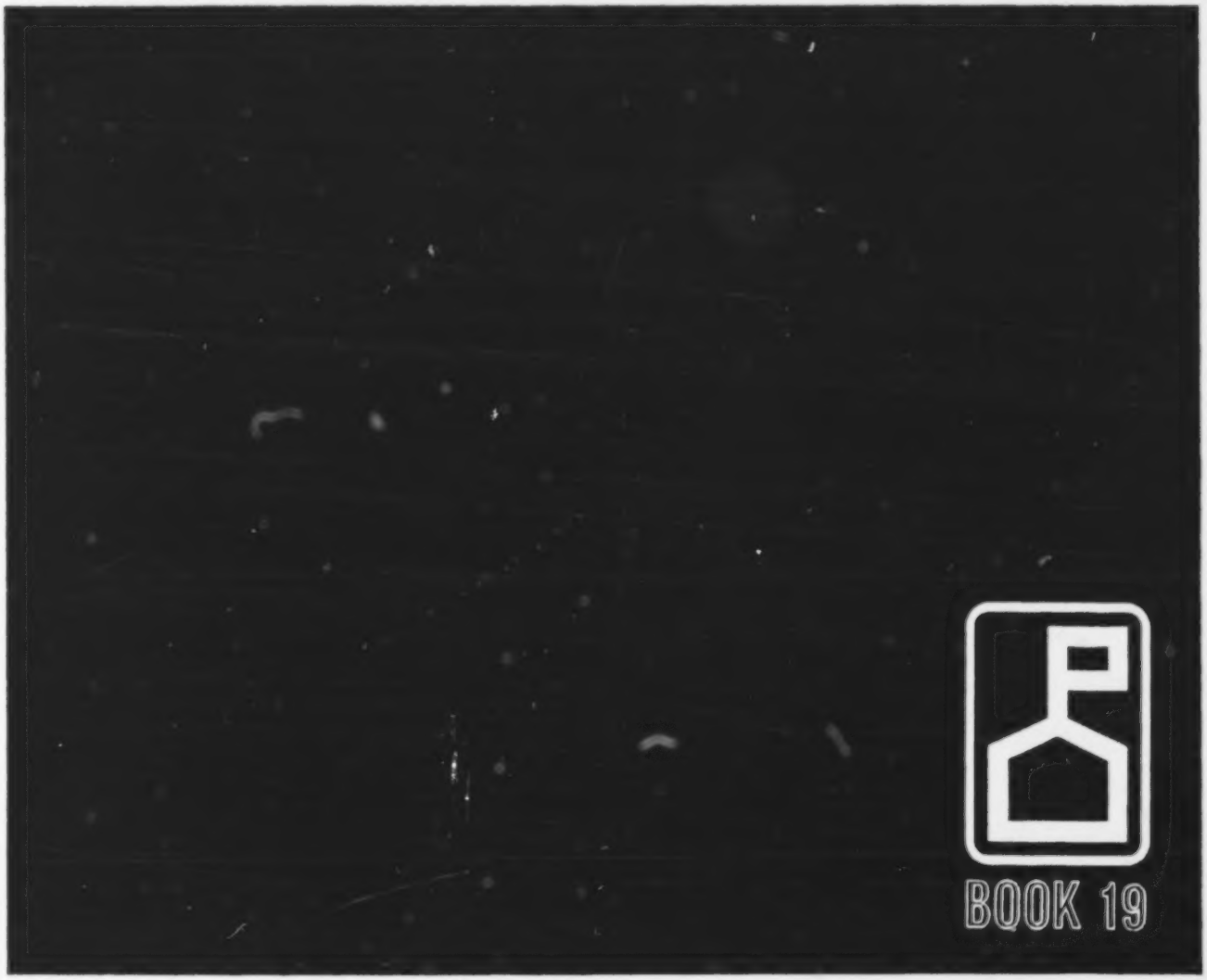


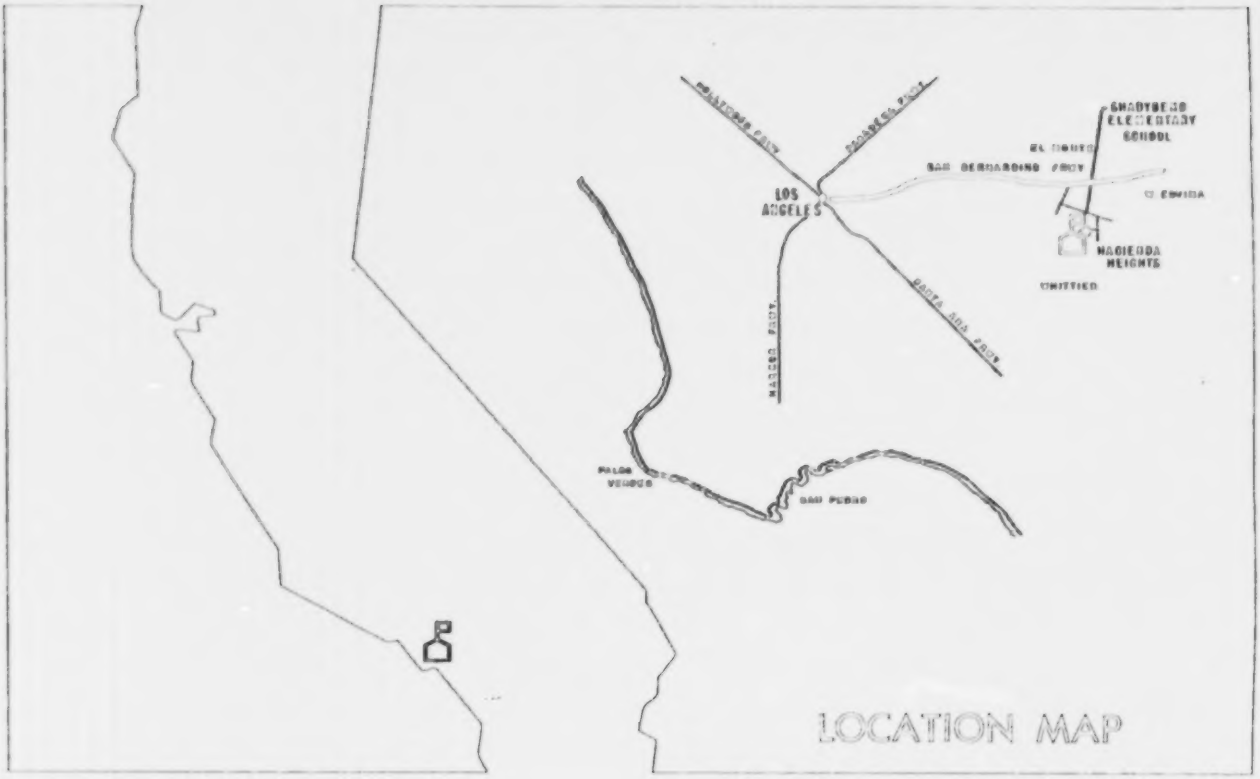
SECTION

Open walls do not distract us.

Lunchtime at Round Meadow.

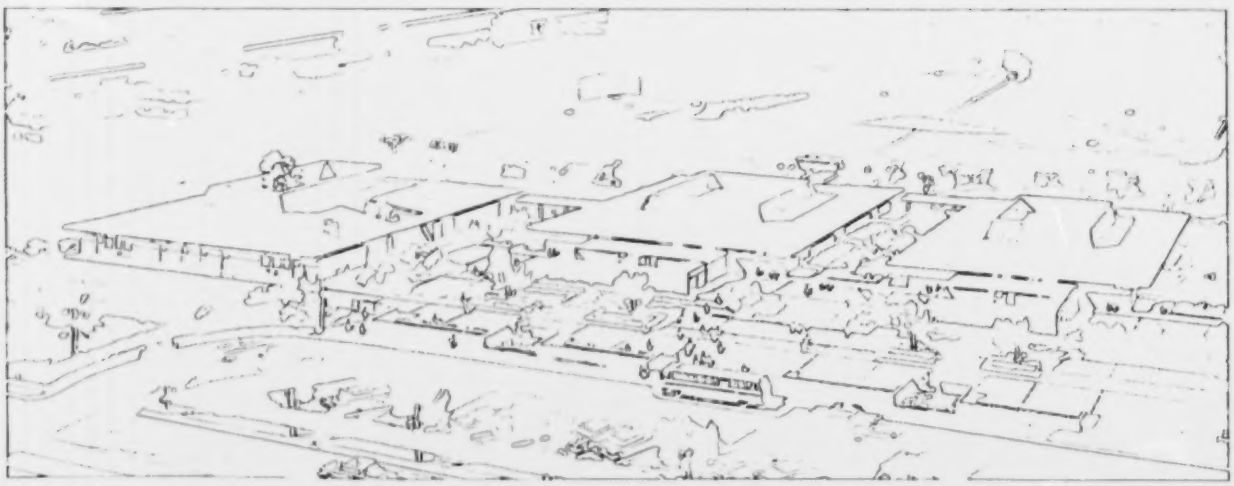
Shady Bend Elementary School



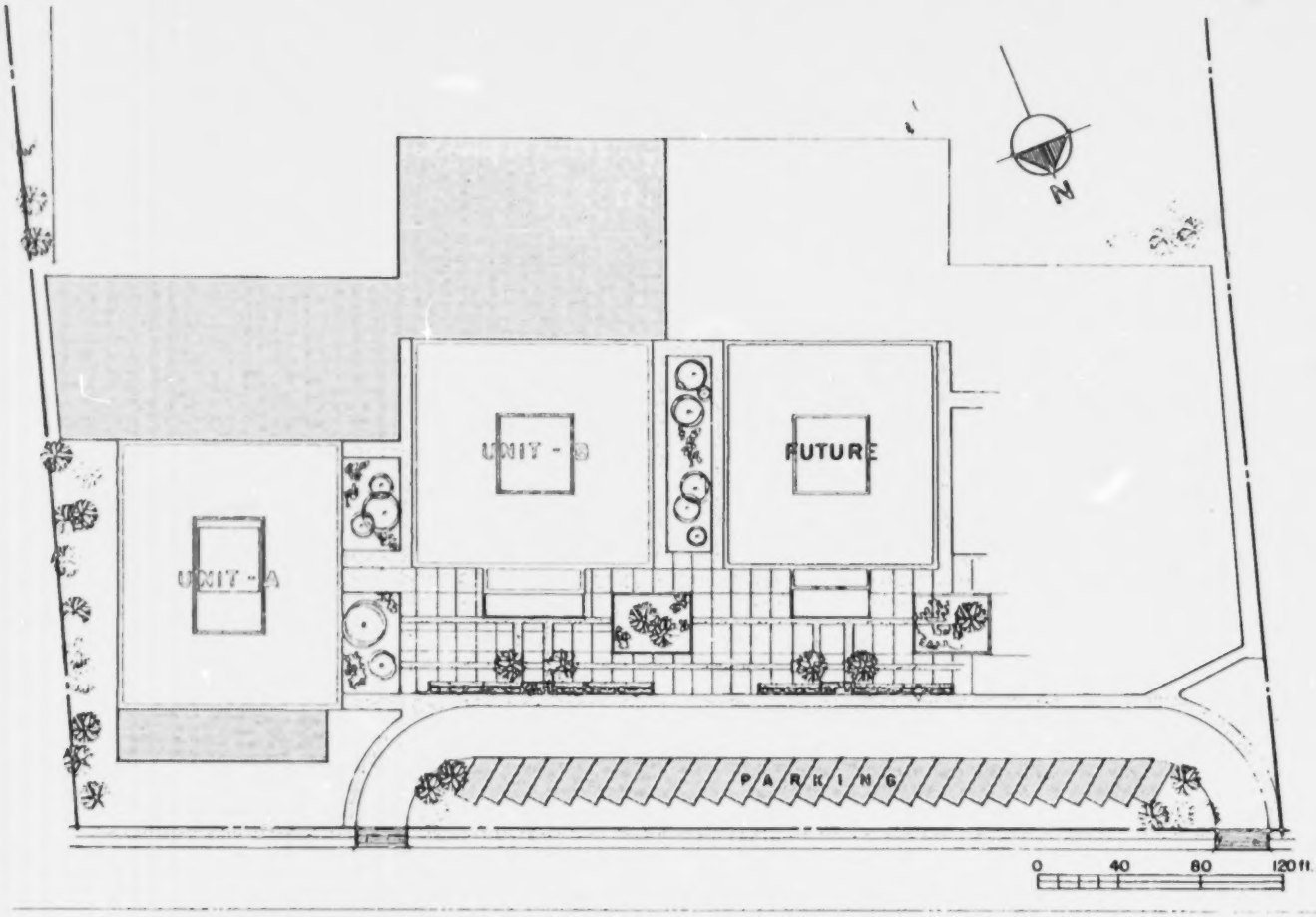


Shady Bend Elementary School
Hudson School District
William Cochrane, Superintendent
Kistner, Wright and Wright, Architects
William G. Knife, Field Representative

Completed 1965



109 BEST COPY AVAILABLE



SITE PLAN

Shady Bend Elementary School was planned for a cooperative teaching program, utilizing a cluster-type school design for about 200 pupils in each building. This is one of this district's first schools to incorporate an open-plan concept..

PLAN

Shady Bend Elementary School would be considered a typical cluster-plan school except for its multiuse core, with a platform that can serve as both a stage and as a library. This multiuse room can be opened to the classrooms with operable walls and serve for large group instruction, audiovisual projections, game activities, and for dining. The lighting system uses indirect fixtures, and the classrooms are carpeted.

SECTION

102

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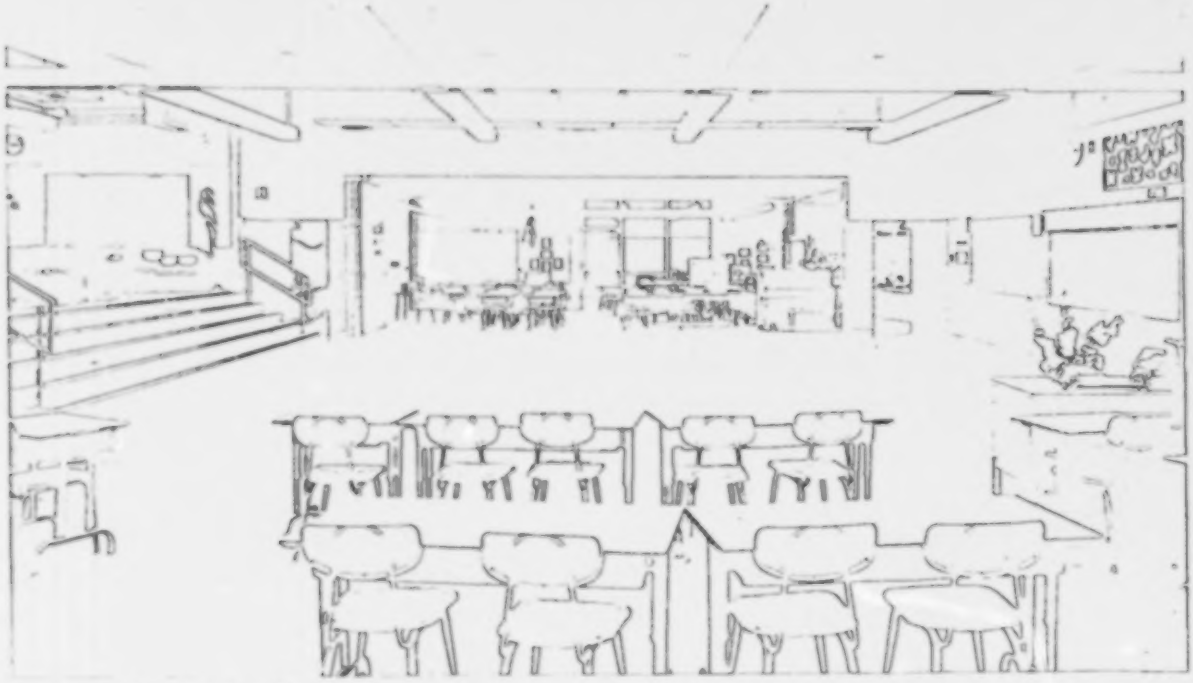
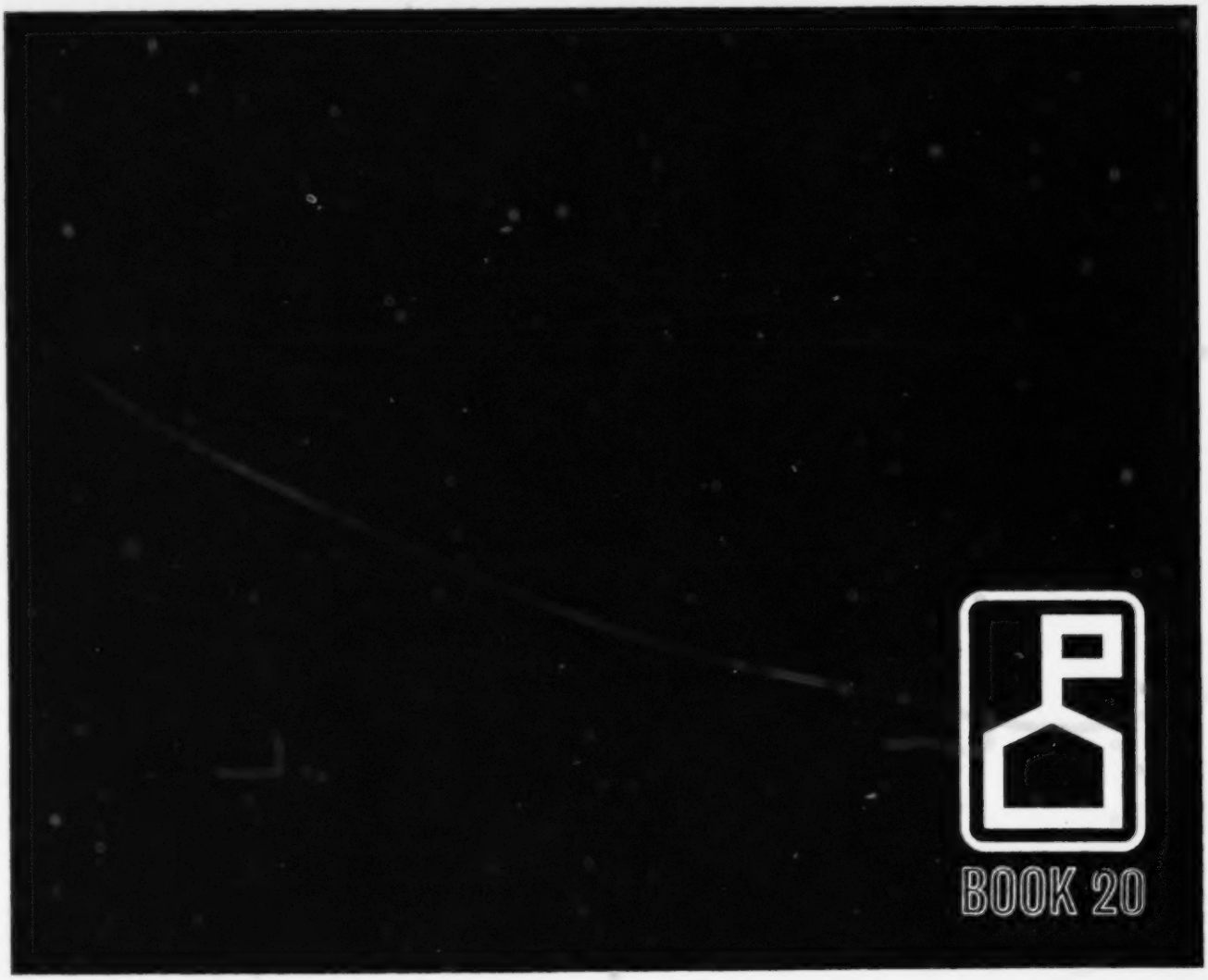
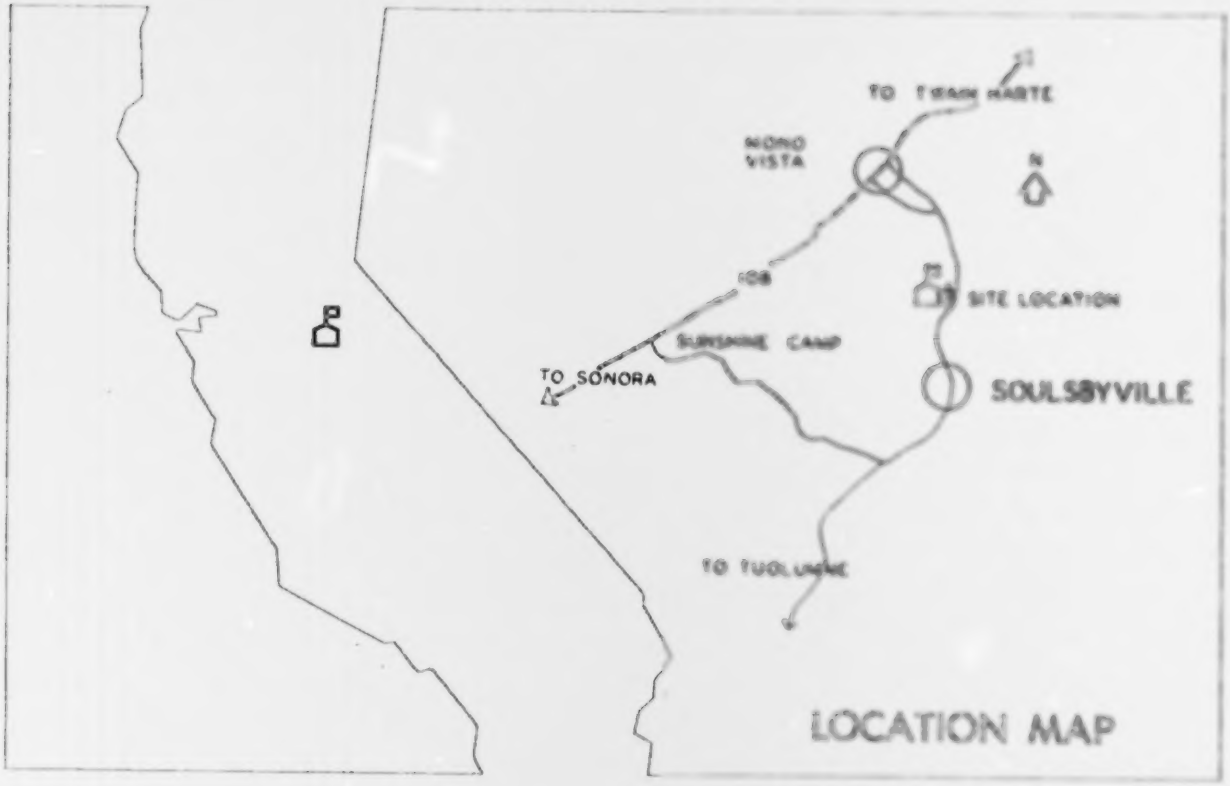


Our stage doubles as a library.

Sliding panels divide this space.

Soulsbyville Elementary School





Soulsbyville Elementary School
Soulsbyville School District
Benjamin C. Randi, Principal
Kenneth Kaestner and Associates, Architects
Wilho J. Martin, Field Representative

Completed 1963

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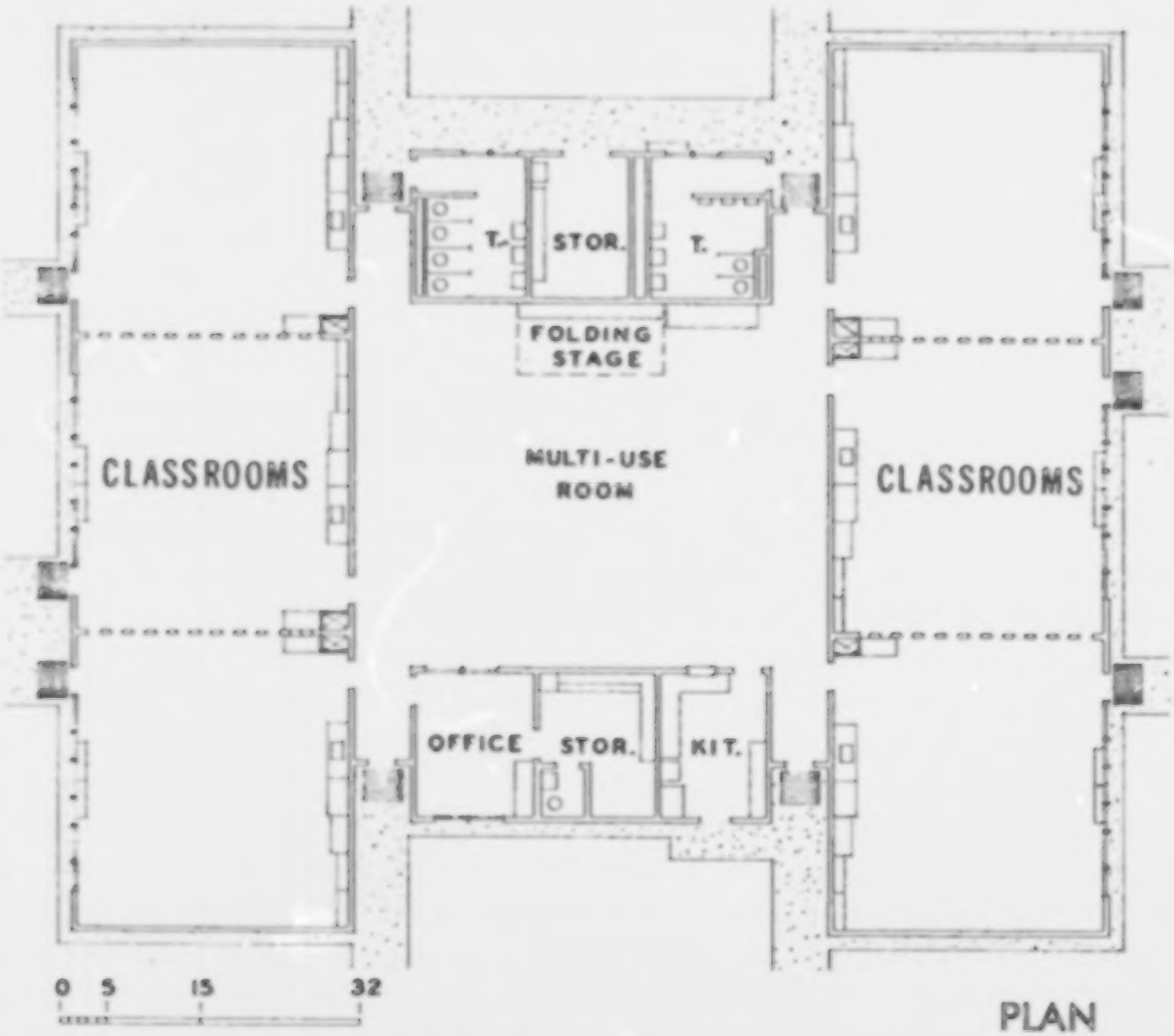
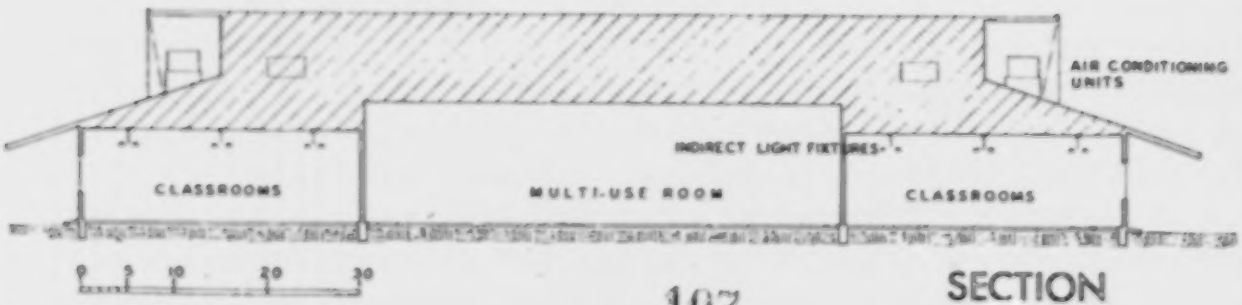
SITE PLAN

Soulsbyville School in Tuolumne County is located in the Sierra Nevada foothills near Sonora, "the heart of the Mother Lode," famous as an early gold mining town. A cluster-plan design was developed with six classrooms around a large multiuse space. This type of plan organization is especially suitable for small rural schools in the snow country. The exterior is redwood, and the colors were selected to blend with and complement the red soil, green trees, and bleached summer grass.



PLAN

This rural school serves both school functions and community activities such as lectures, movies, dramatics, games, dancing, and community meetings. Temperature control is achieved by electric heating and air-conditioning. The cooling units are located in the attic spaces under the gables at the ends of the multiuse room. Daylight is controlled by the wide eaves and by low transmission glass. This glass is especially effective in reducing snow glare. The lighting system is indirect.



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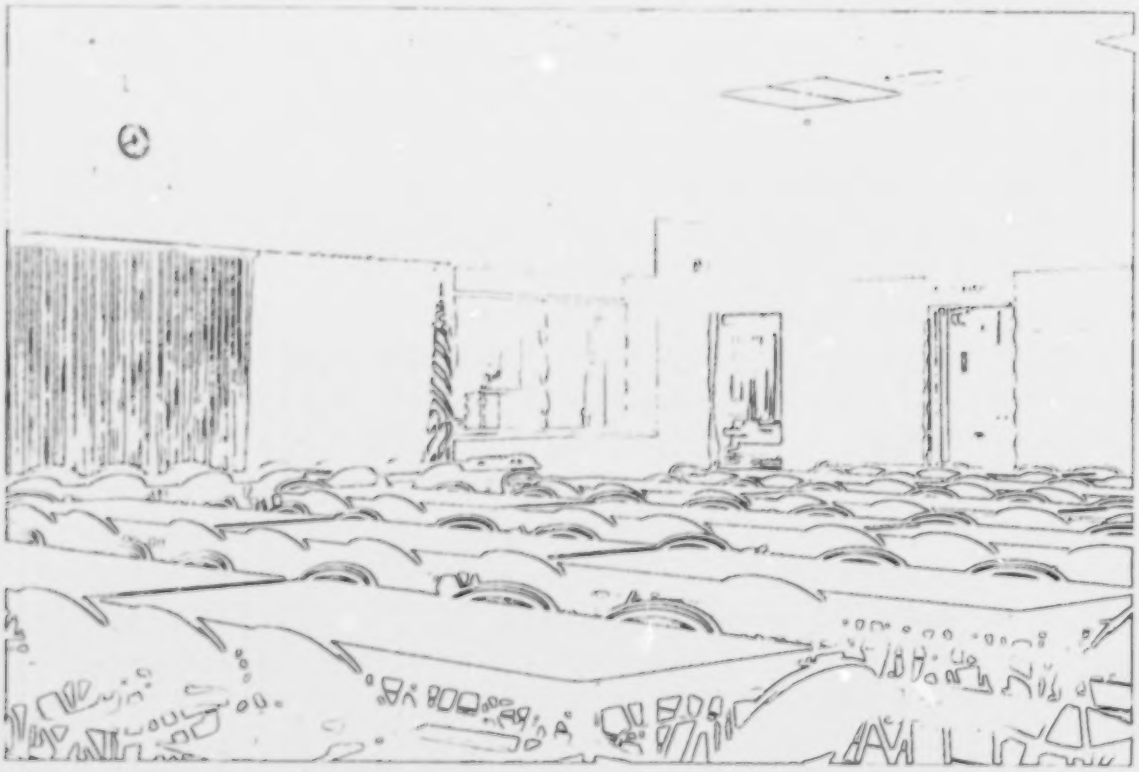
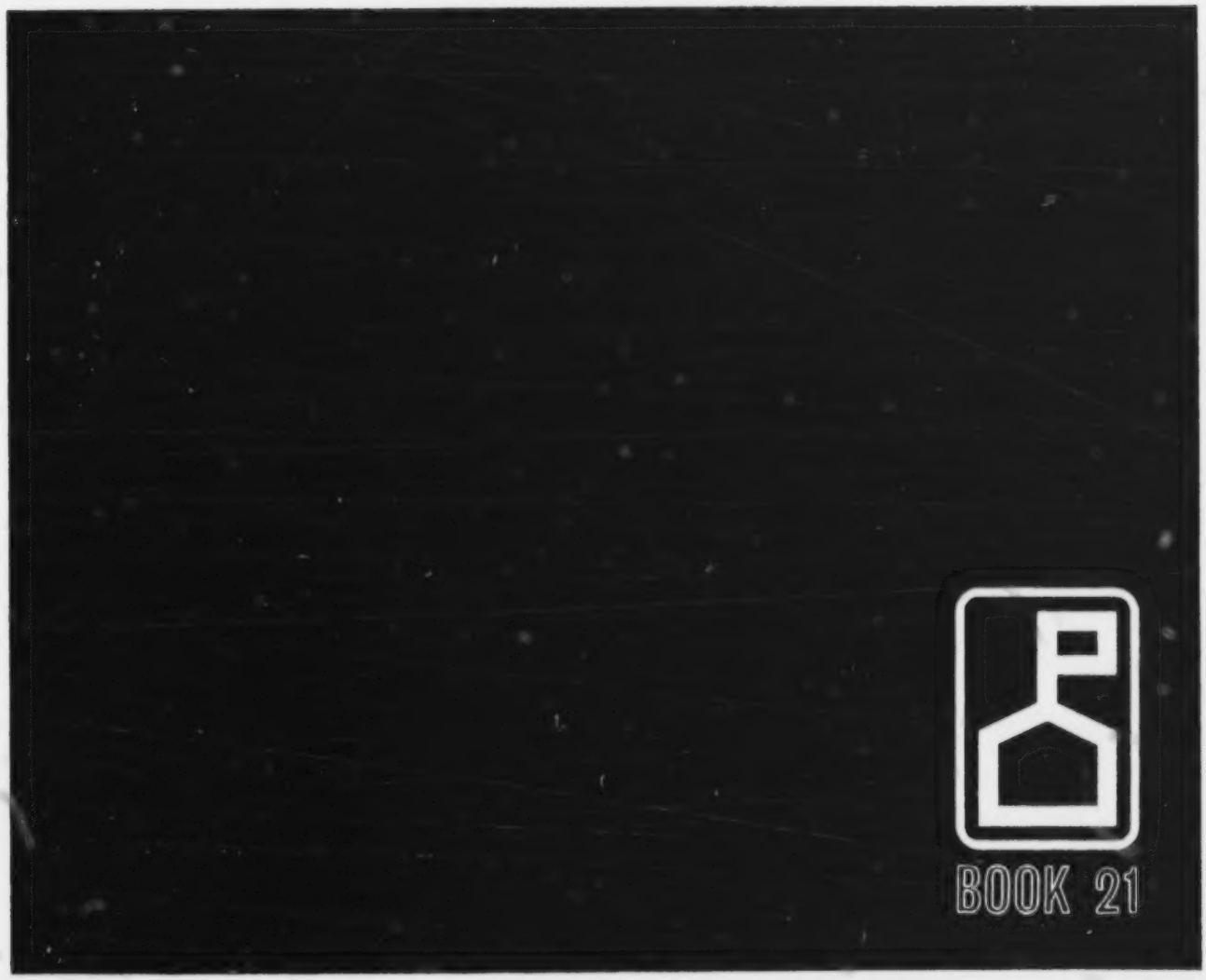
Summer vacation begins tomorrow.

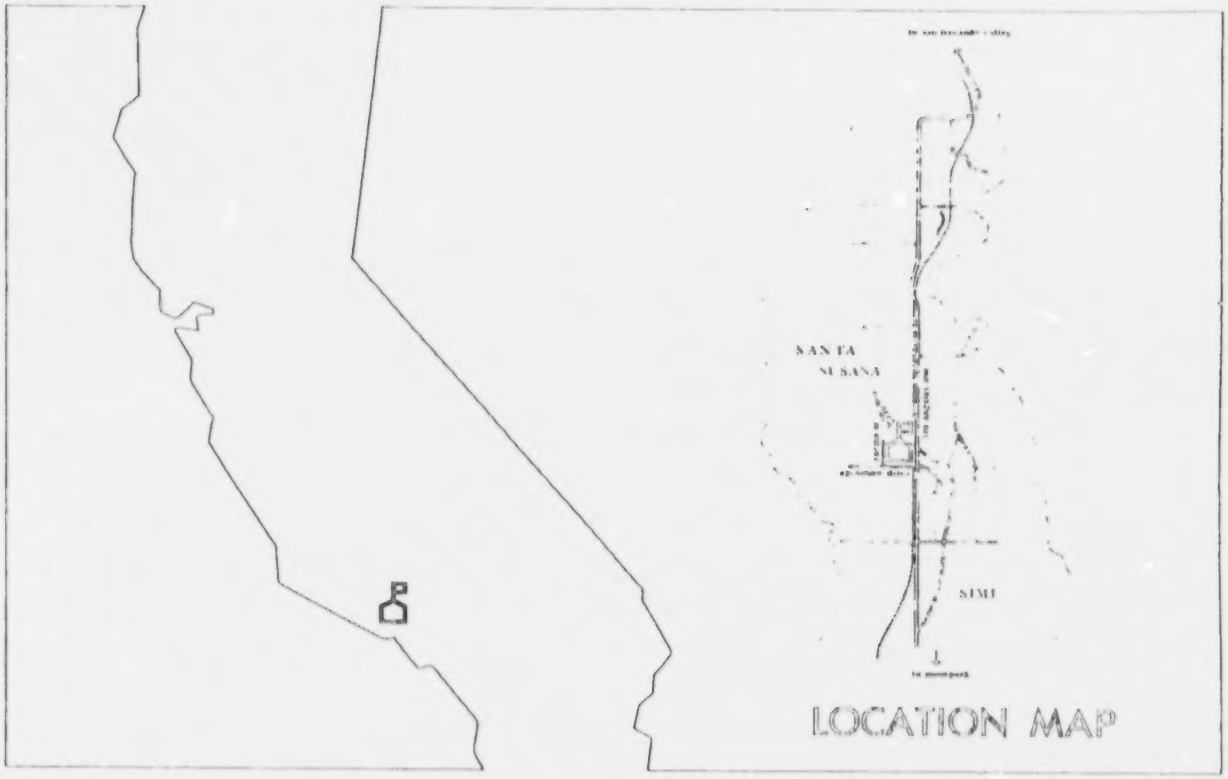


All rooms open to the multiuse space.

Sycamore Elementary School *

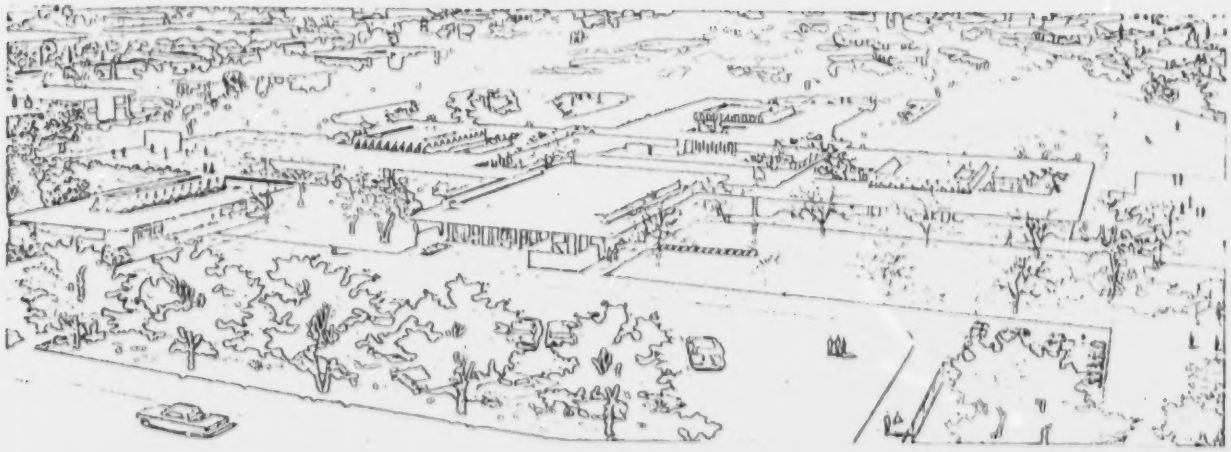


* Financed under the State School Building Aid Program



Sycamore Elementary School
Simi Valley Unified School District
David H. Paynter, Superintendent
Daniel, Mann, Johnson and Mendenhall, Architects
Dow Patterson, Field Representative

Completed 1966



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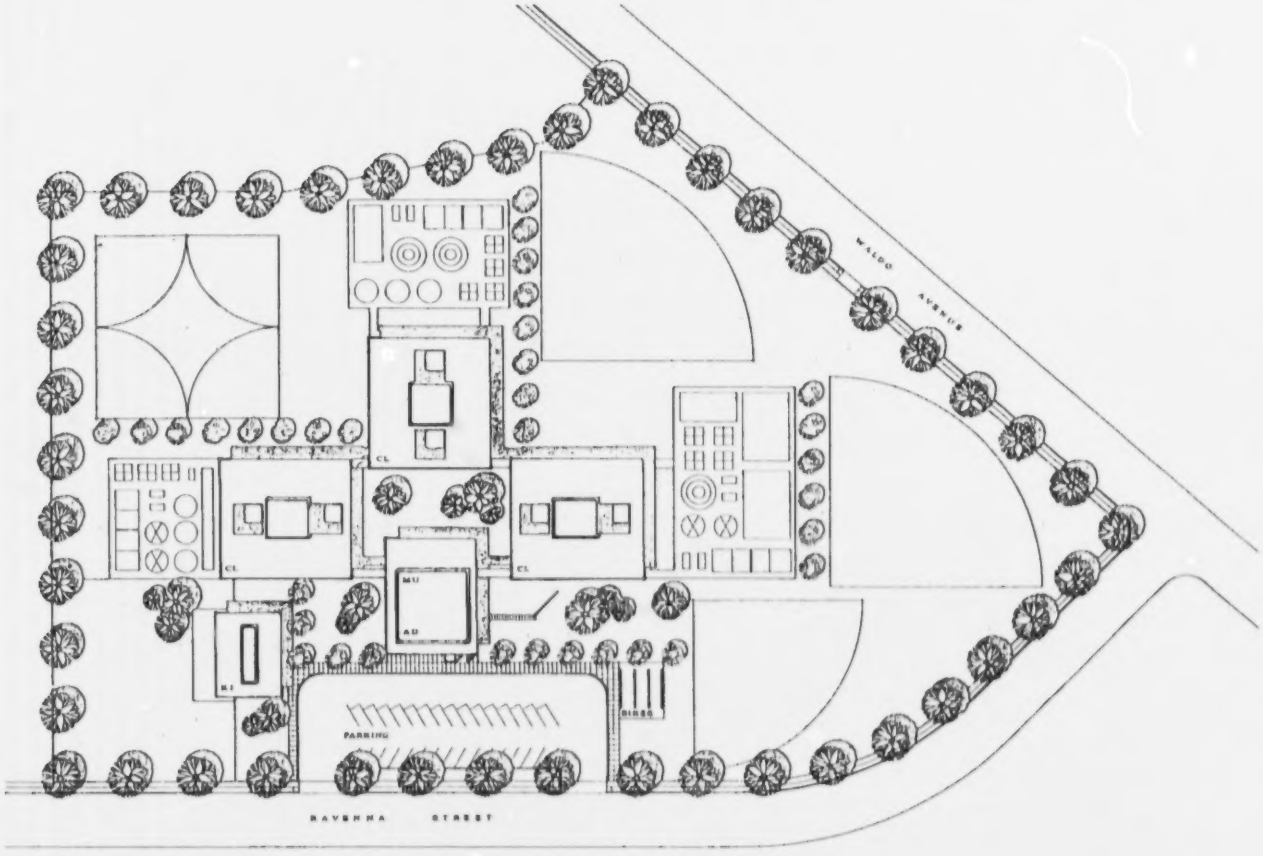
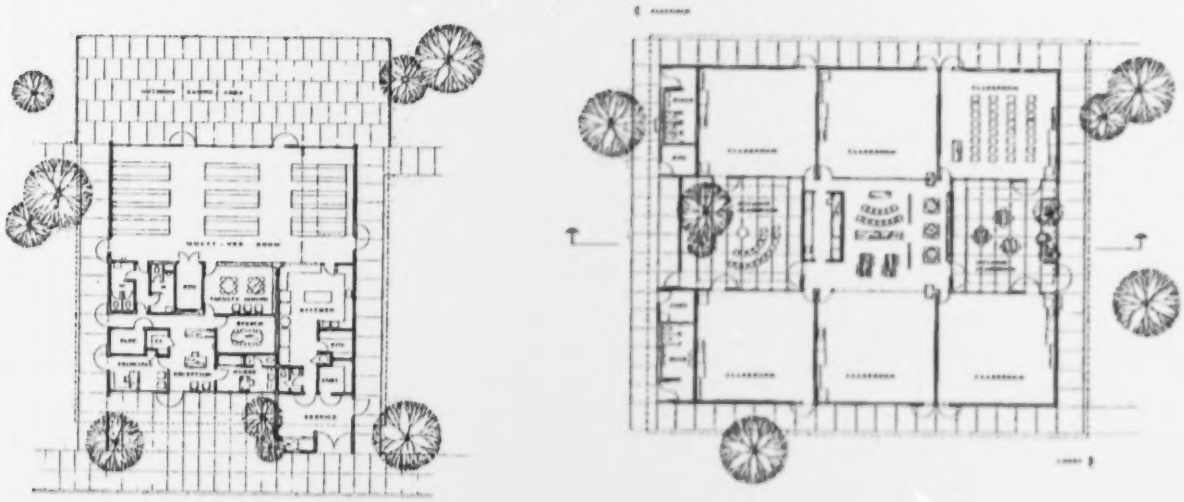


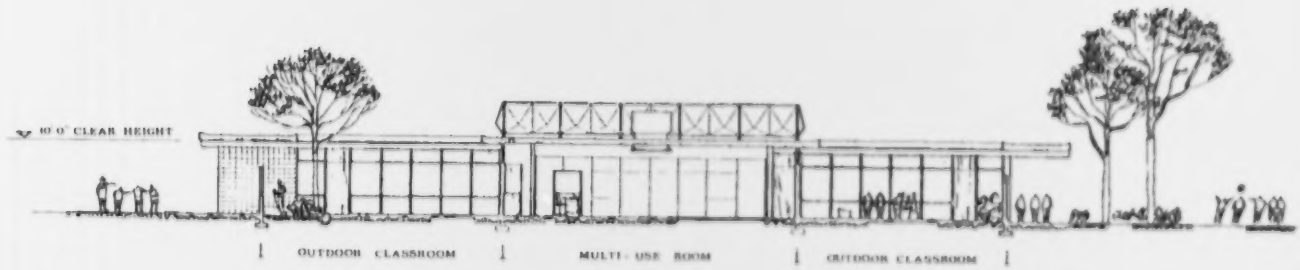
SITE PLAN

Sycamore Elementary School is in the rolling hills of Ventura County north of Los Angeles. The site plan is a grouping of buildings around a central court with grade levels developed to form an amphitheater. This court is also used for an outdoor eating area. Assemblies in this court bring all the children together and give them a sense of belonging to the total campus.



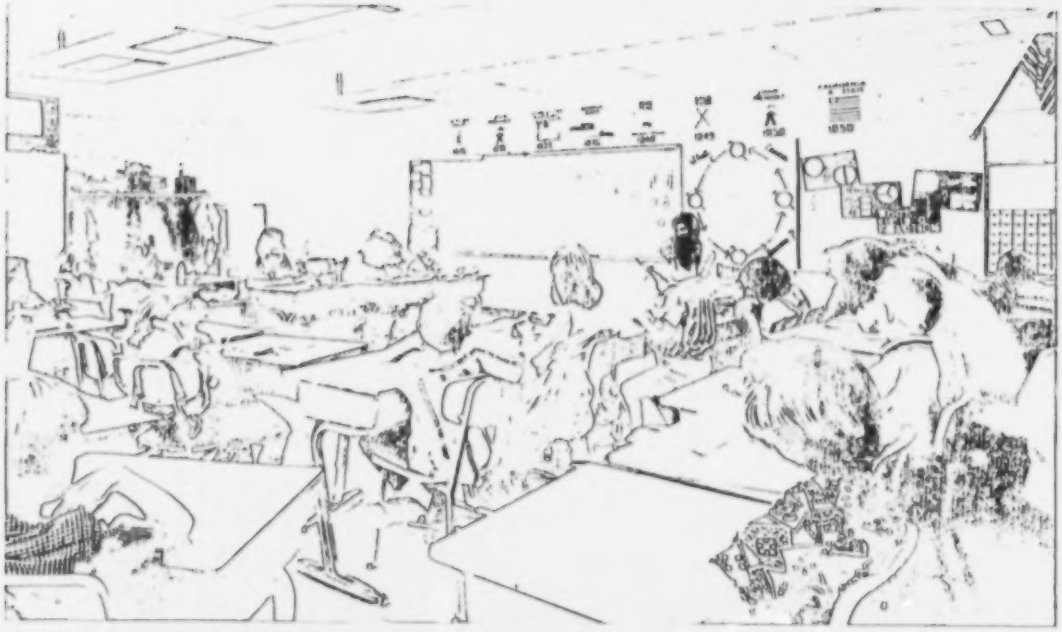
PLAN

School for the pupils of Sycamore means one of the "homes" containing six classrooms and a multiuse center. Each "home" has its own workroom for the teacher, its own library alcove, outdoor classrooms, play fields, and its own color scheme. It is the red, the yellow, or the blue "house" to which the pupils refer when they talk about their school. The center room is used for small groups, or it can be opened up to adjoining classrooms to accommodate large group activities. The school is air-conditioned.



112

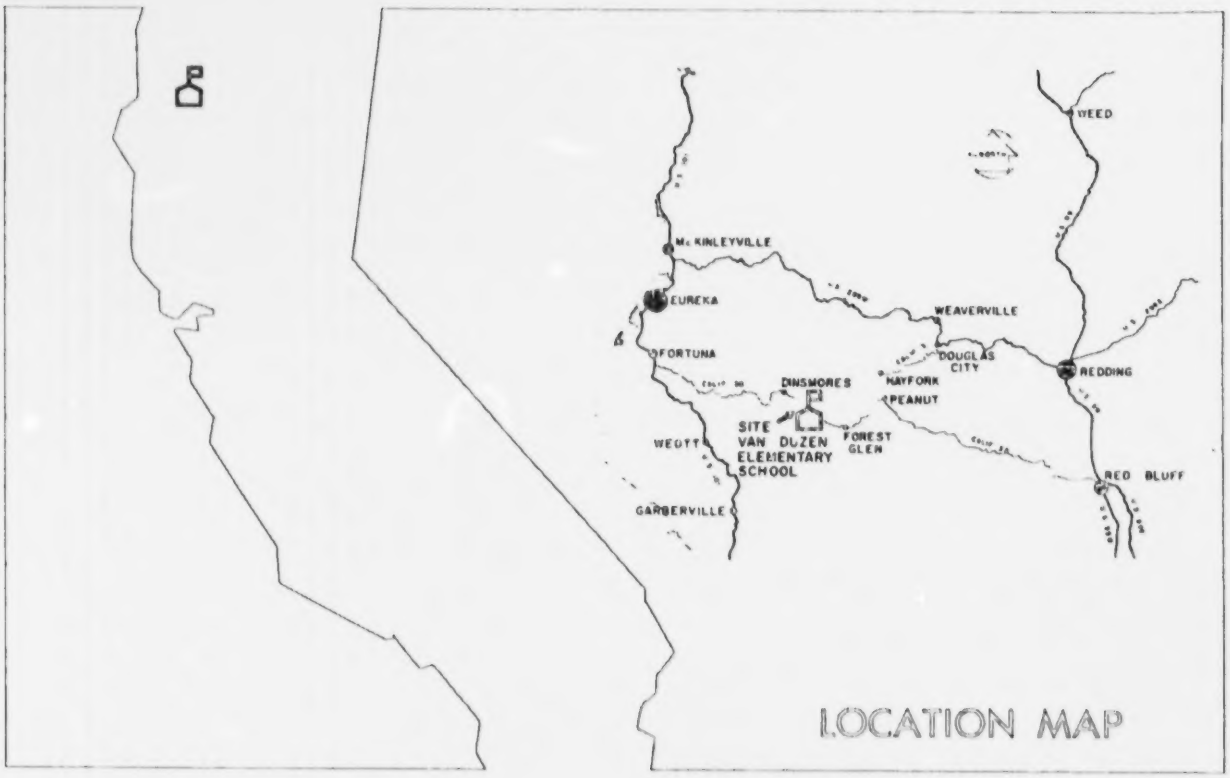
SECTION



Could these walls be flexible?

They don't give us much time.

Van Duzen Elementary School *



Van Duzen Elementary School
Mad River Joint Elementary School District
Arthur C. Sanborn, County Superintendent of Schools
Arthur B. Moore, Principal
Julian O. Wilke, Architect
William J. Wynn, Field Representative

Completed 1962

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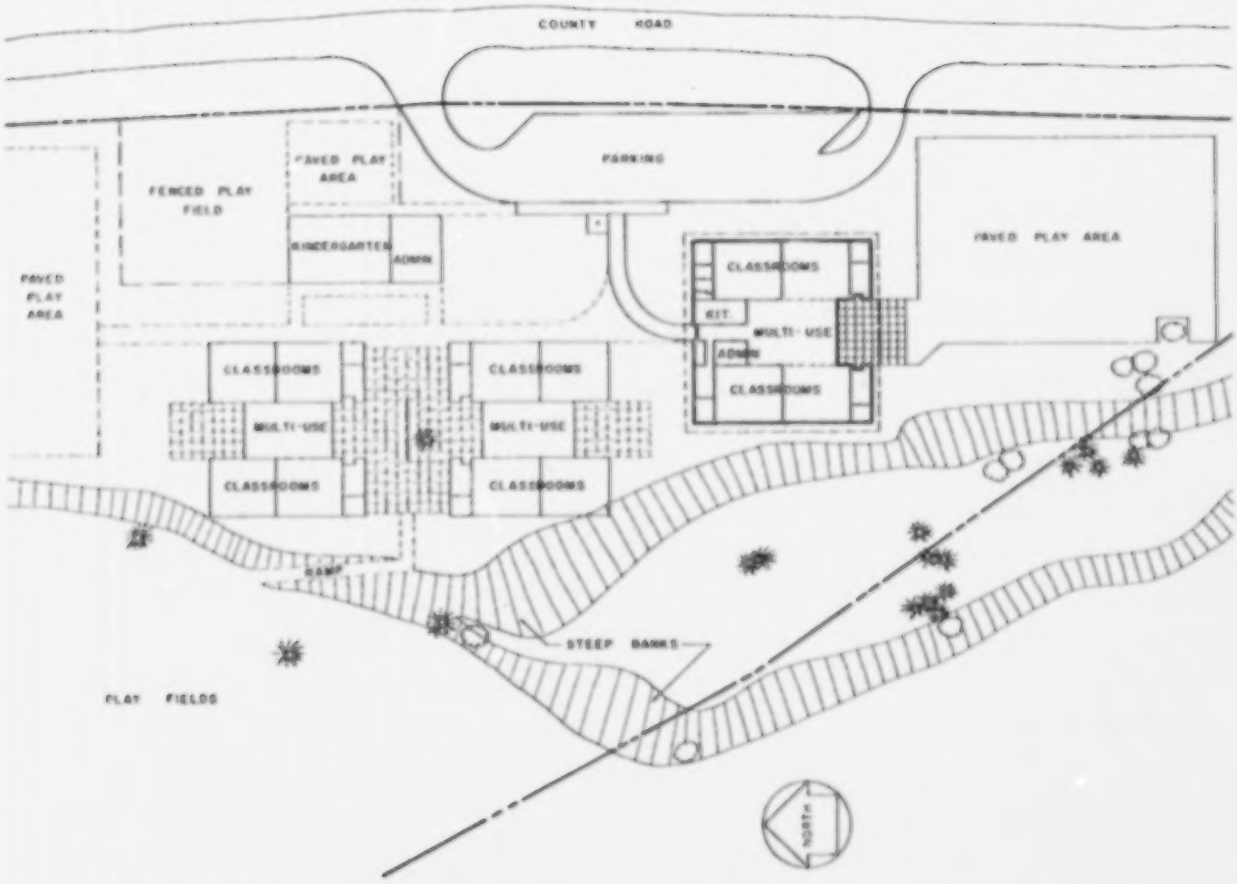
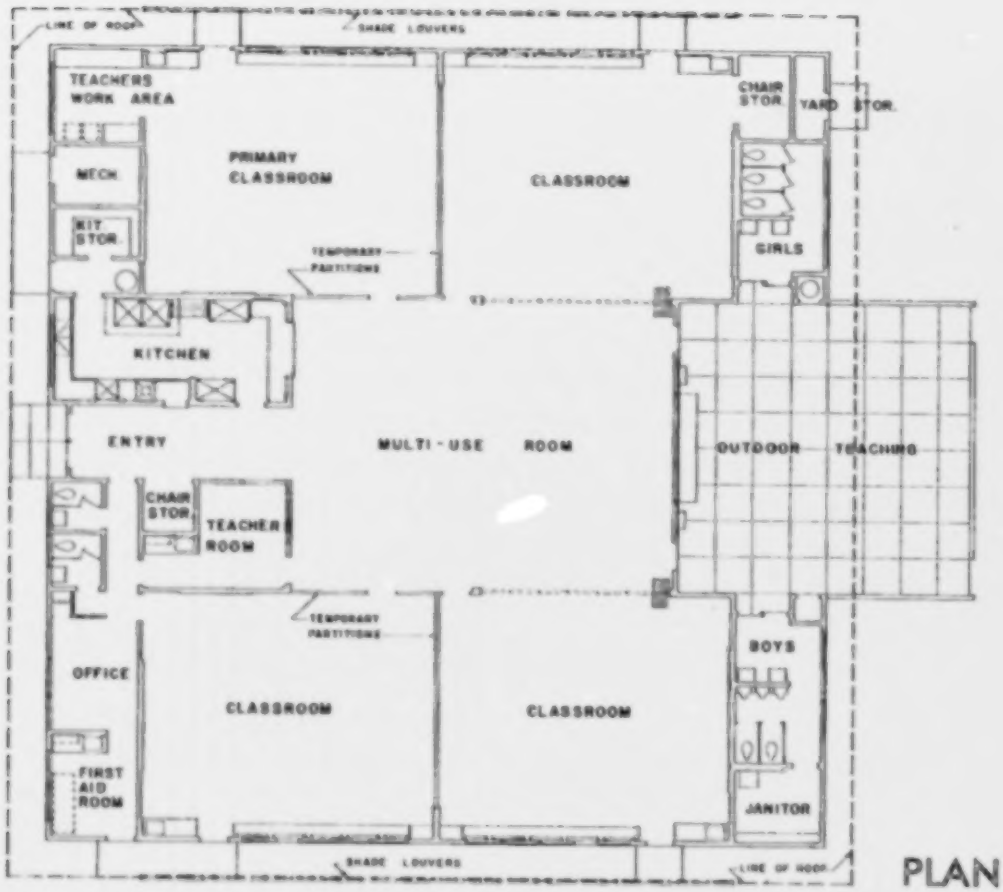


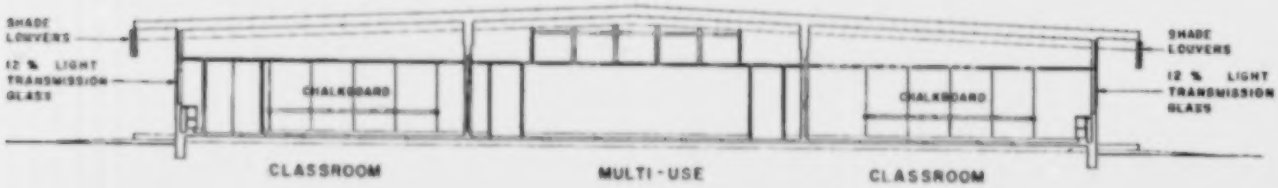
SITE PLAN

The Van Duzen Elementary School is located in the mountains of Southern Trinity County. This is an isolated region where bear hunting is still an annual activity. A major function of the school is to serve as a community center. This is one of the first cluster plan schools built in California with open planning.



PLAN

This school is designed for a cooperative teaching program conducted by two teachers and a teaching principal. These requirements were met by introducing a high degree of internal flexibility. Interior walls are either folding walls or non-bearing walls. Included is a central multipurpose room, with platform stage, kitchen, and food service area. The indirect lighting system, the careful design of overhang cut-offs, and the use of glare reducing glass produce an exceptionally fine visual environment.



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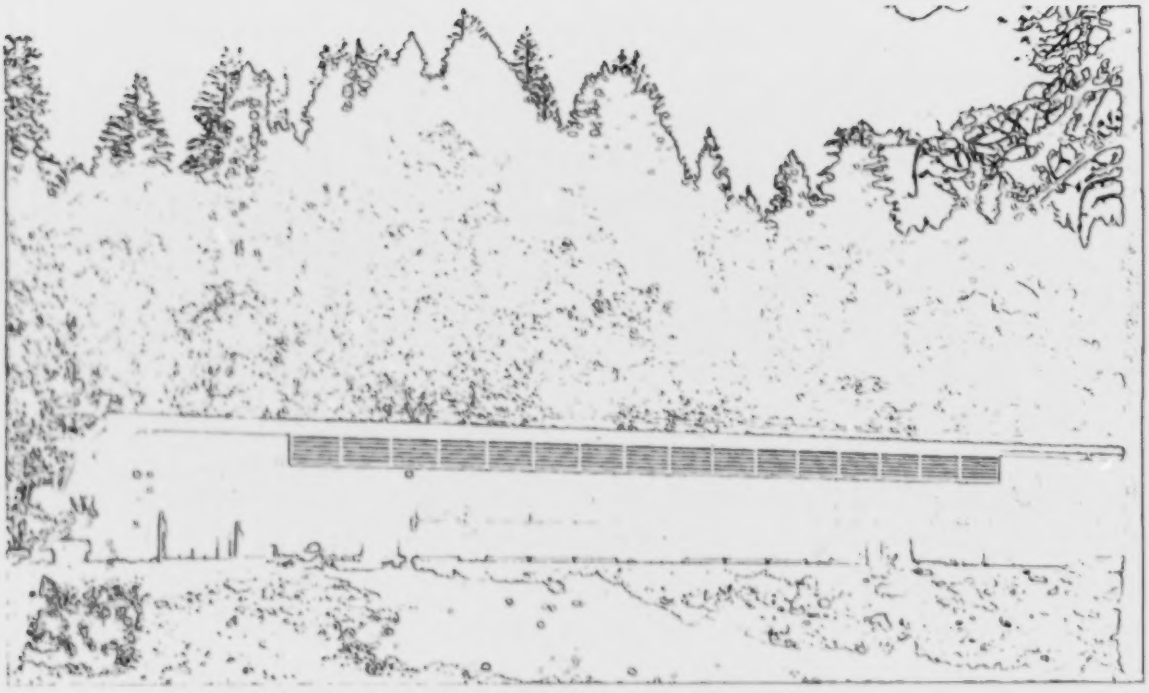
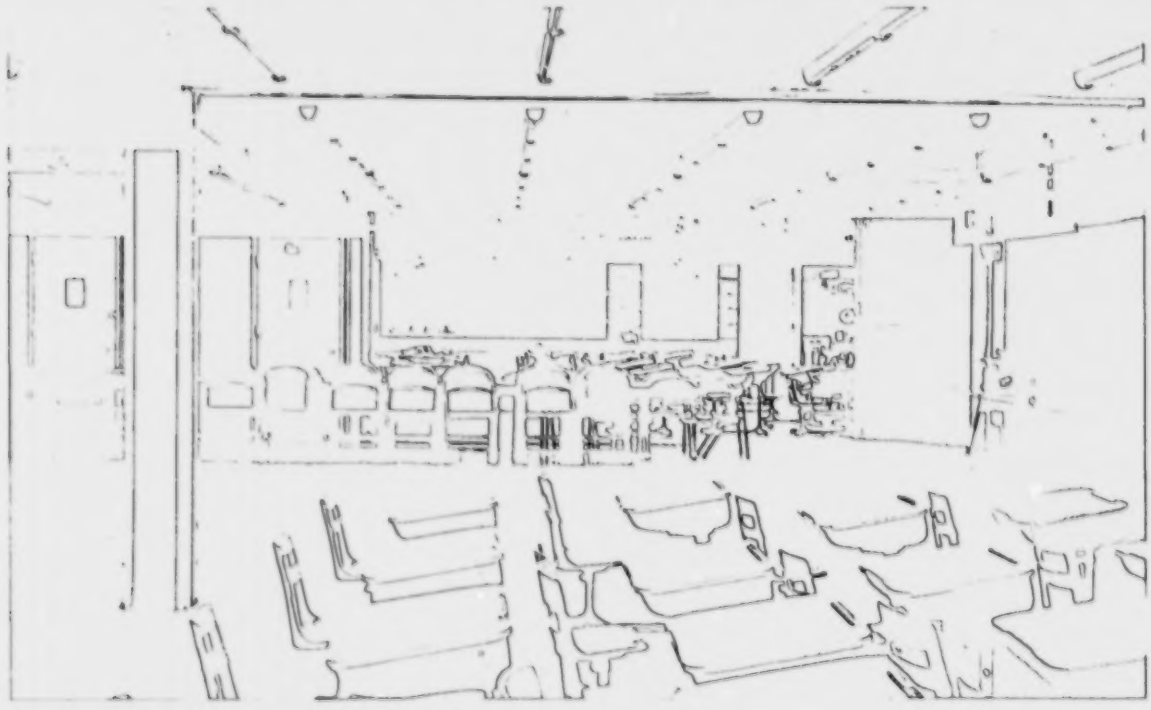
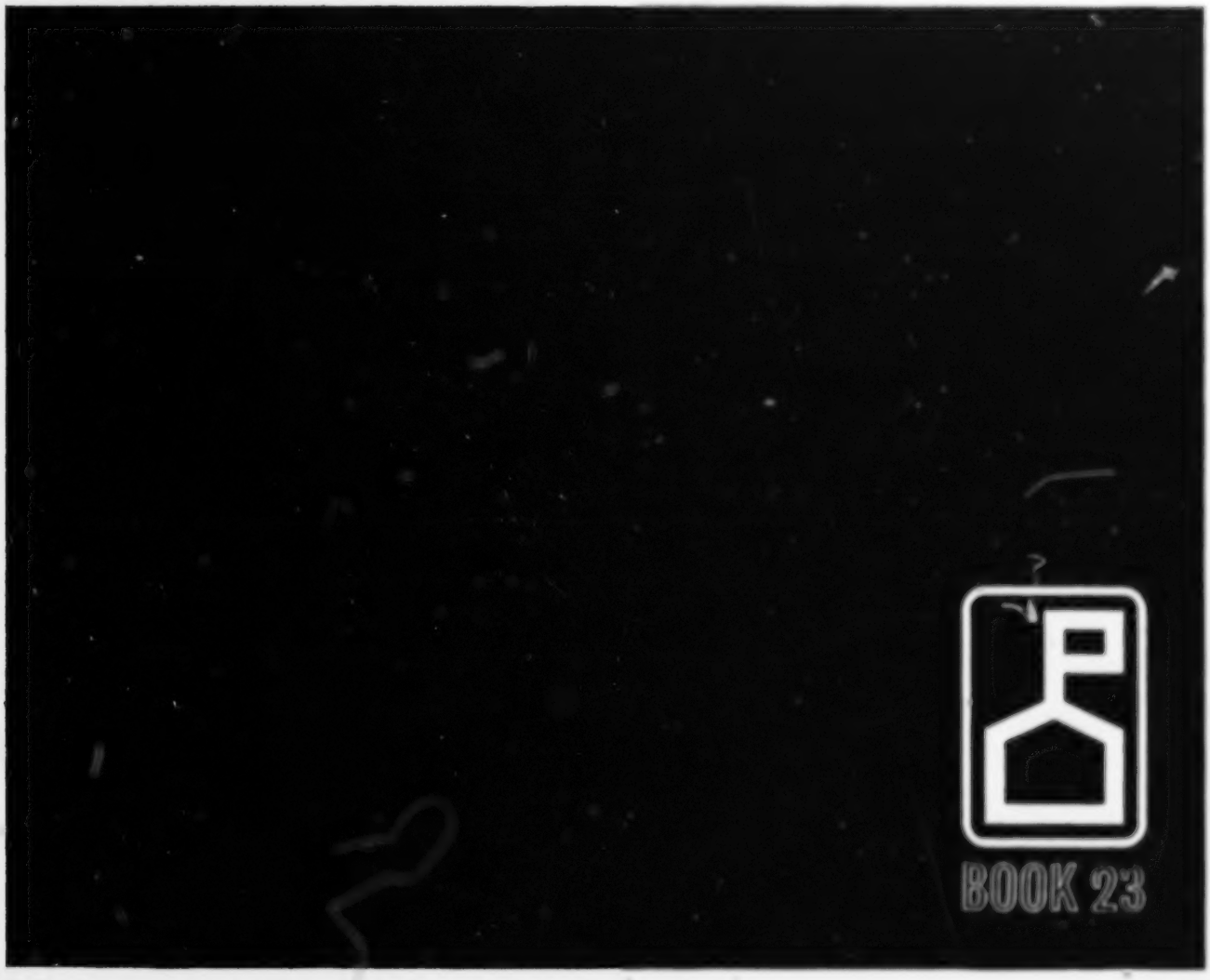


The problem of sun control was carefully analyzed.



An early, yet effective, open cluster plan.

Victorine Klein Elementary School *



* Financed under the State School Building Aid Program

Victorine Klein Elementary School
Mountain View School District
Rolland W. Jones, Superintendent
Porter, Jensen and Associates, Architects
James H. Orsburn, Field Representative

Completed 1966

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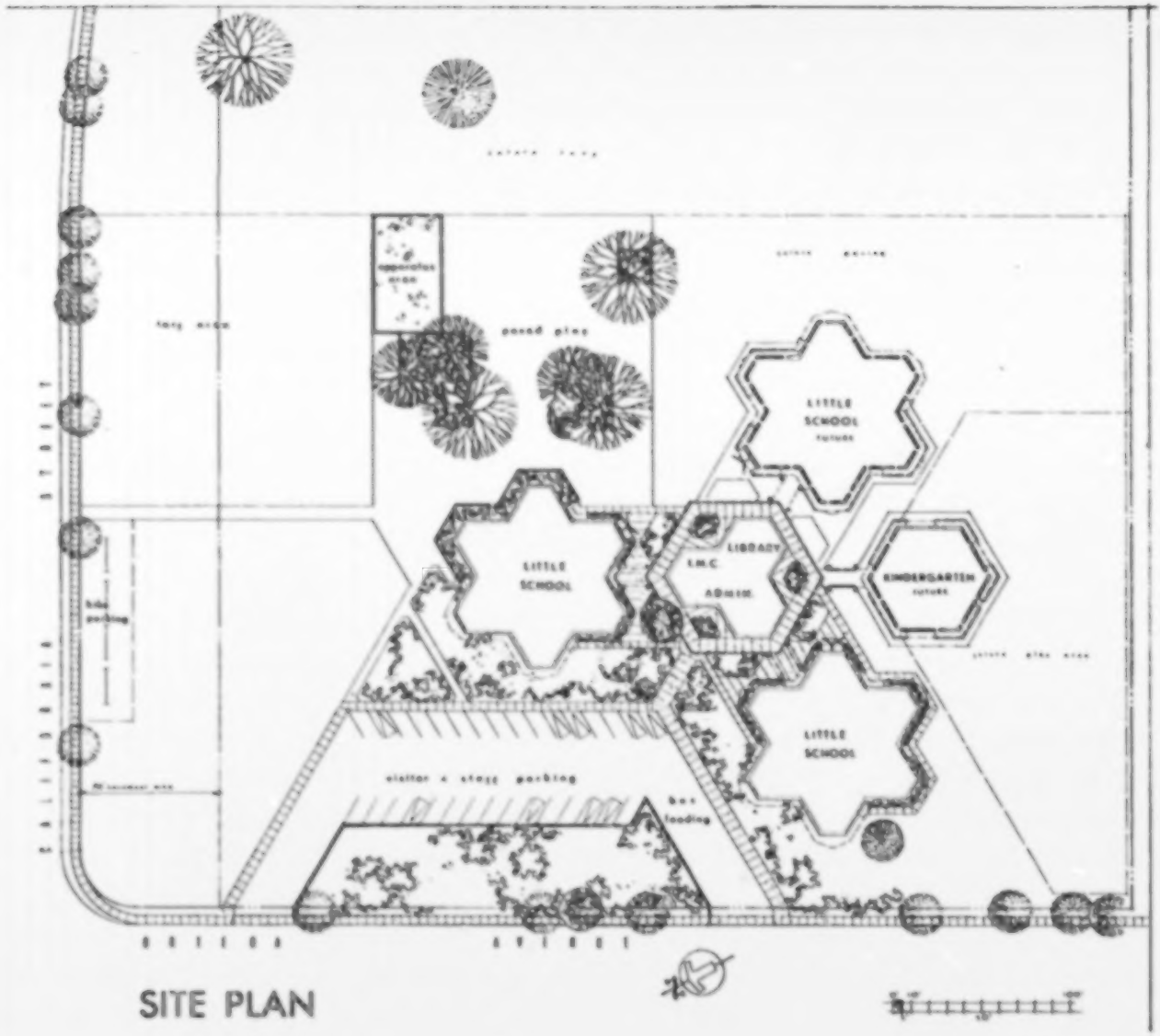

SITE PLAN

Victorine Klein Elementary School, located in Santa Clara County, is one of the latest of many advanced school designs built in the peninsula region. The school is sheltered by large oak trees. The low-pitched roofs with broad eaves and the use of natural materials give the school an appropriate residential character.

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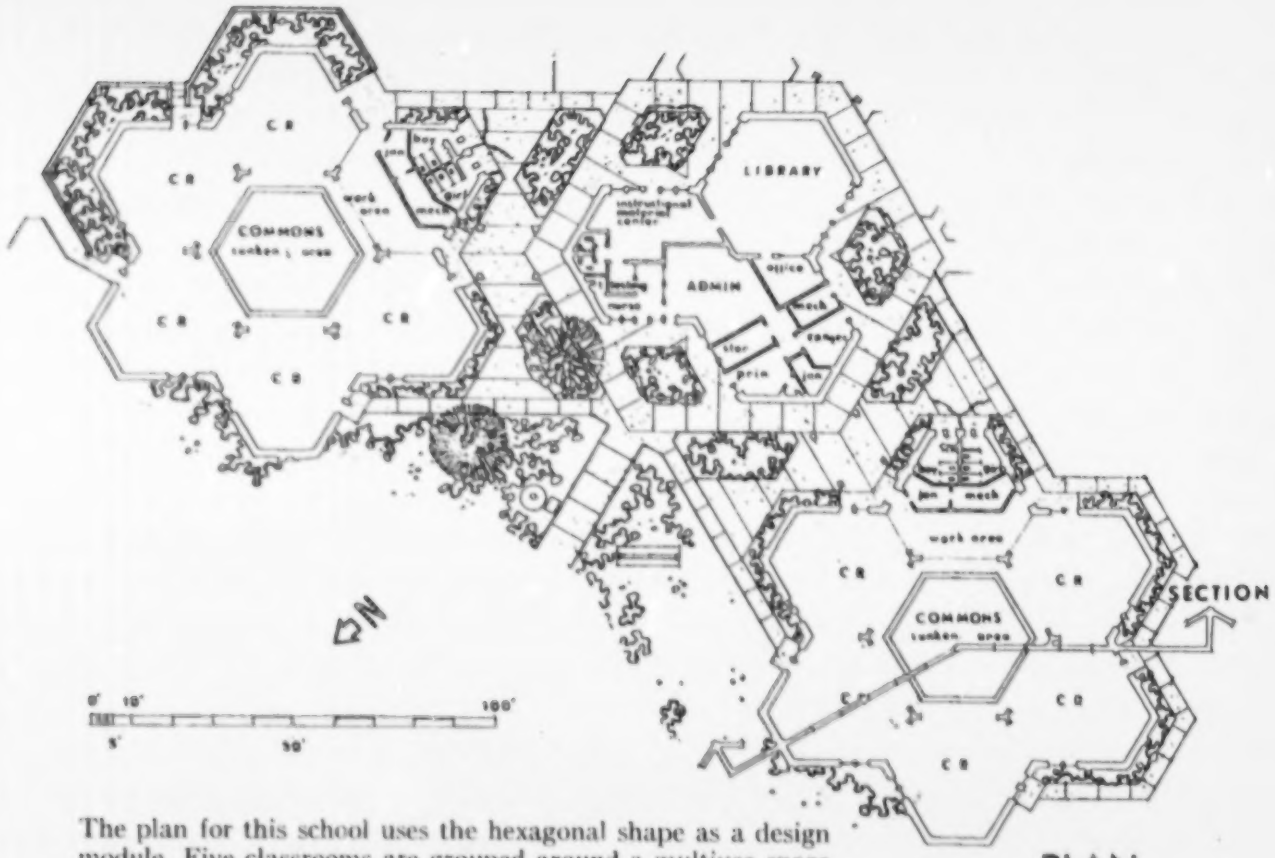
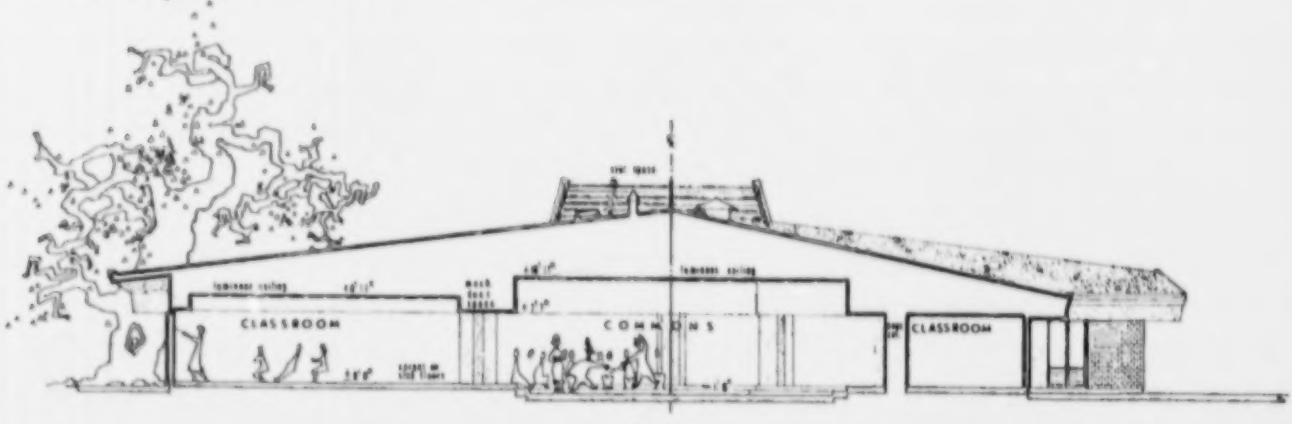


PLAN

The plan for this school uses the hexagonal shape as a design module. Five classrooms are grouped around a multiuse space without wall dividers, thus creating a completely open interior. The multiuse area is defined by a dropped floor. Hexagonal shaped classrooms give each teacher three teaching walls, and the cabinet work is movable so that it can be placed to form dividers between these instructional areas. The specially designed luminous ceiling uses triangle shaped acoustical tile between the plastic diffusers to create a low brightness lighting system with sound absorption. All classrooms are carpeted.



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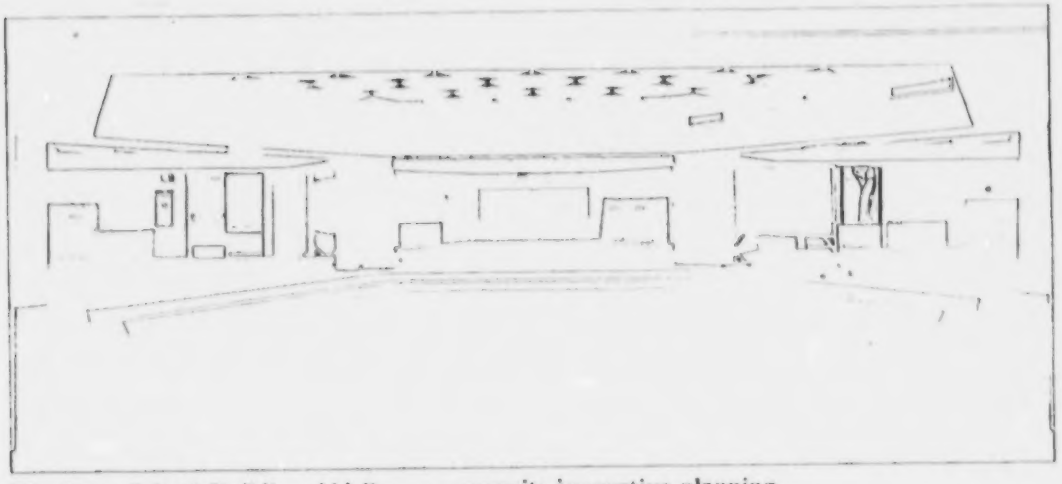
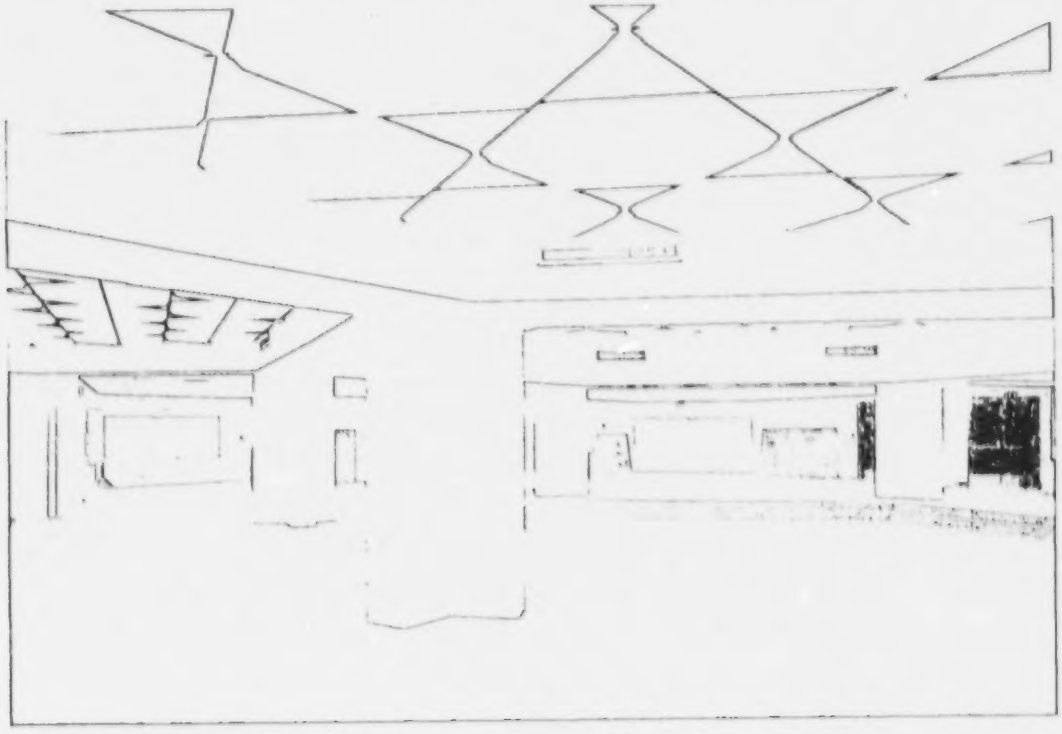
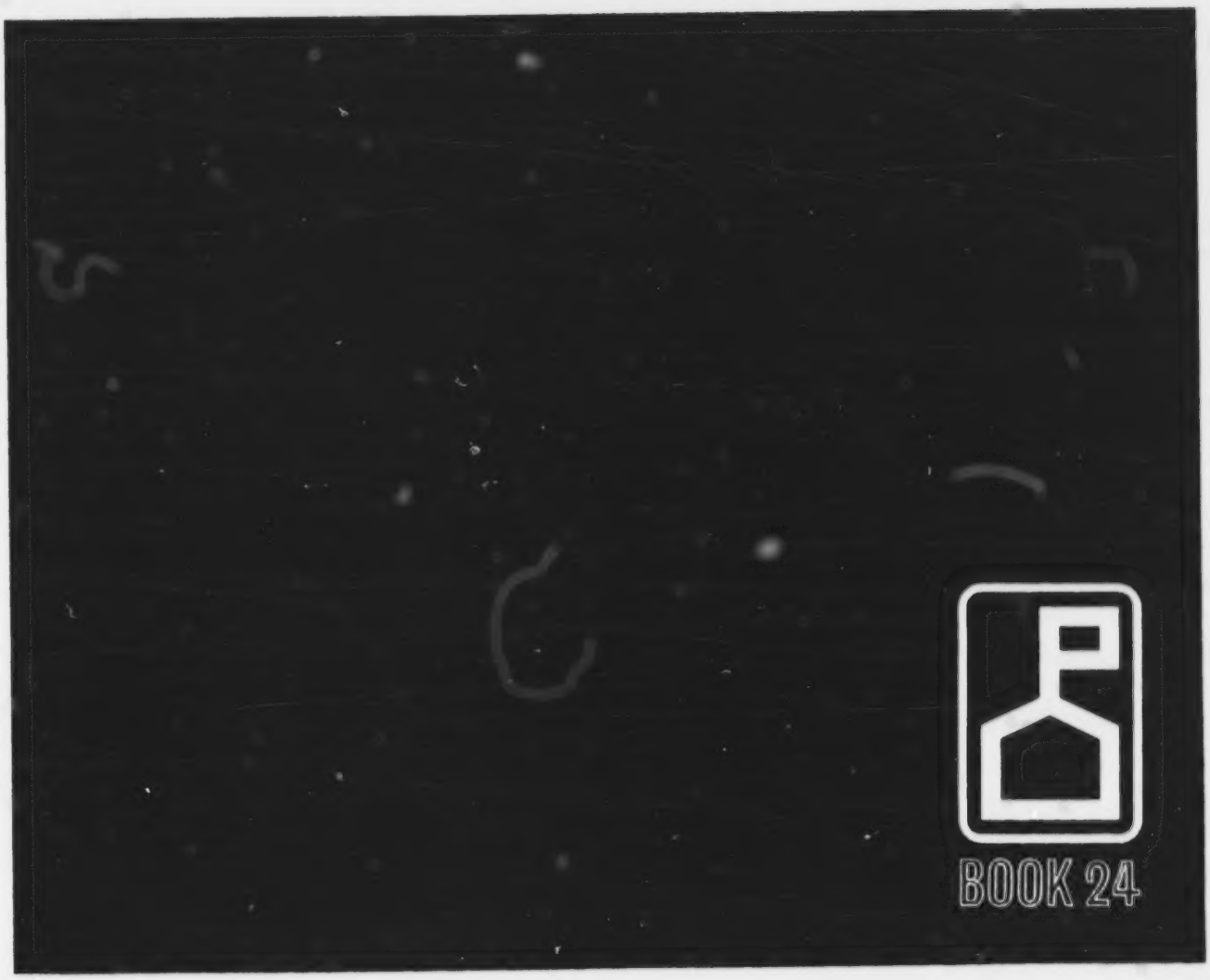


The State School Building Aid Program permits innovative planning.



No walls at all! (interior—that is)

West High School



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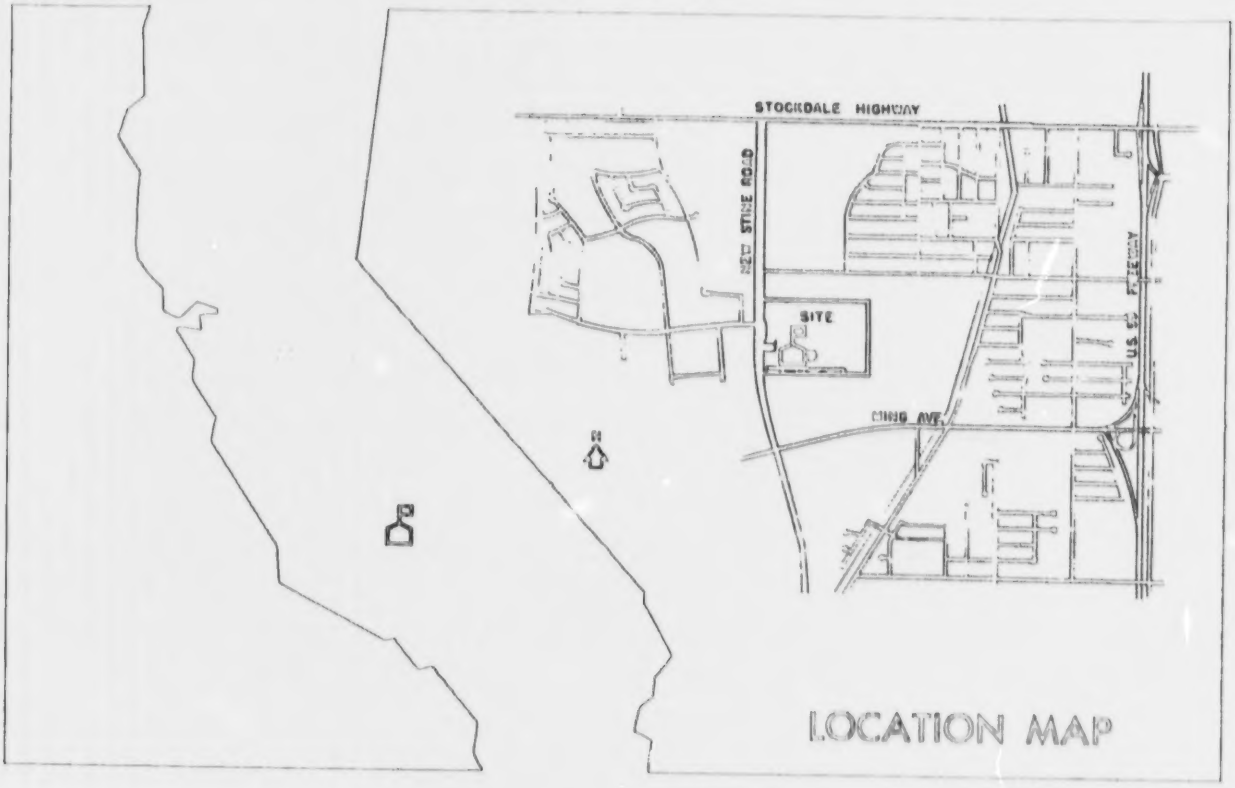
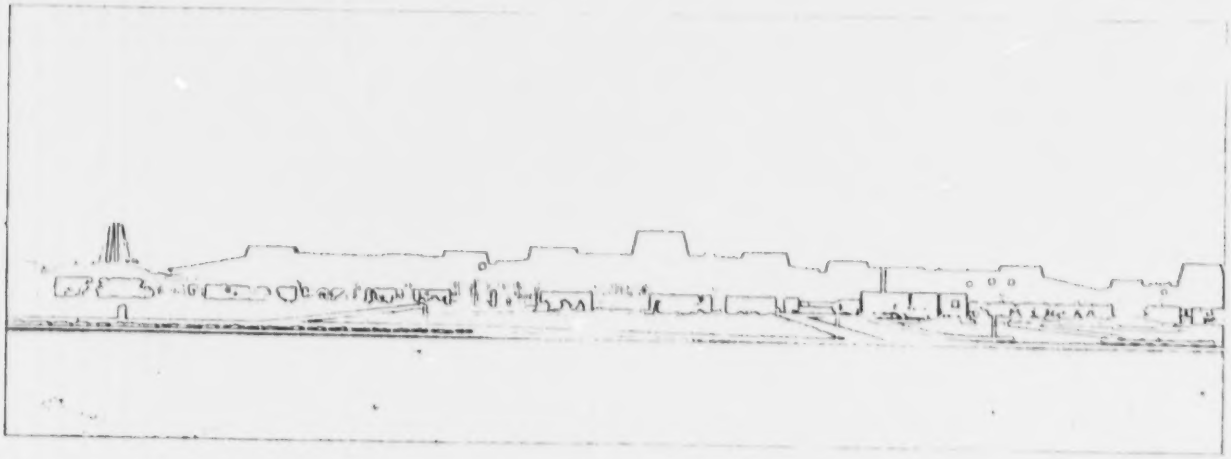


West High School
Kern County Joint Union School District
Theron McCuen, Superintendent
Whitney Biggar, Architect
Dow Patterson, Field Representative

Completed 1965



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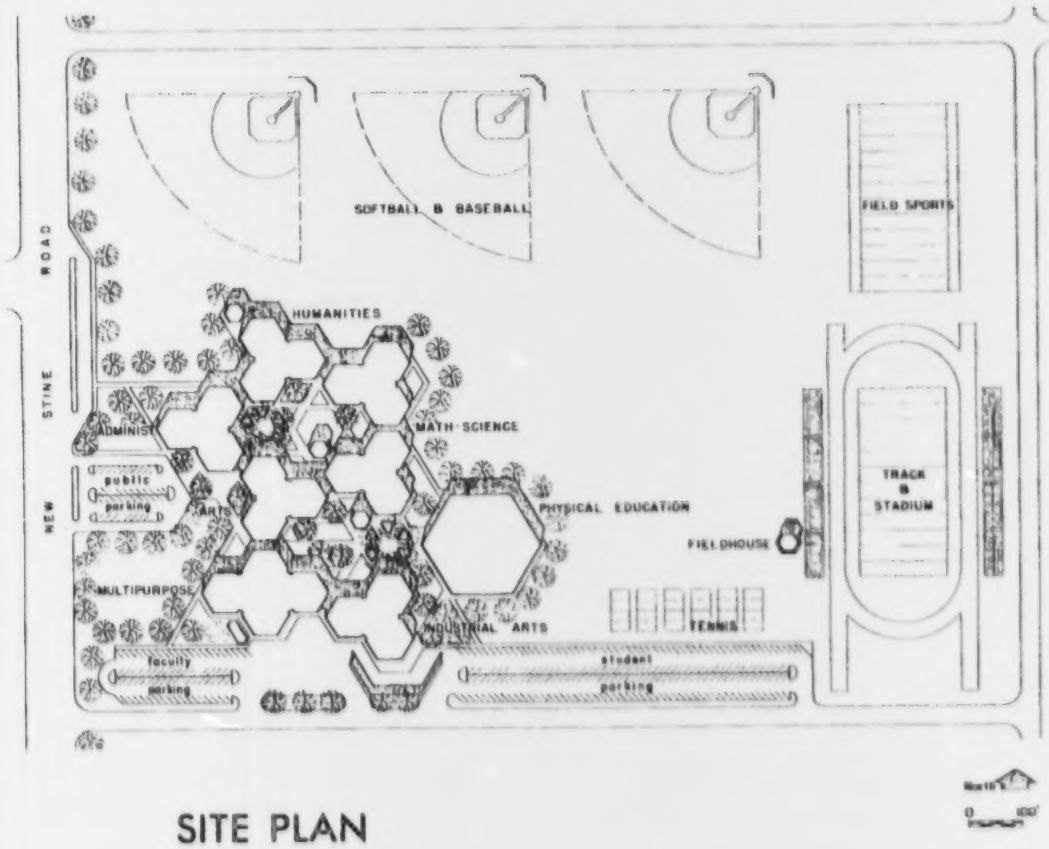
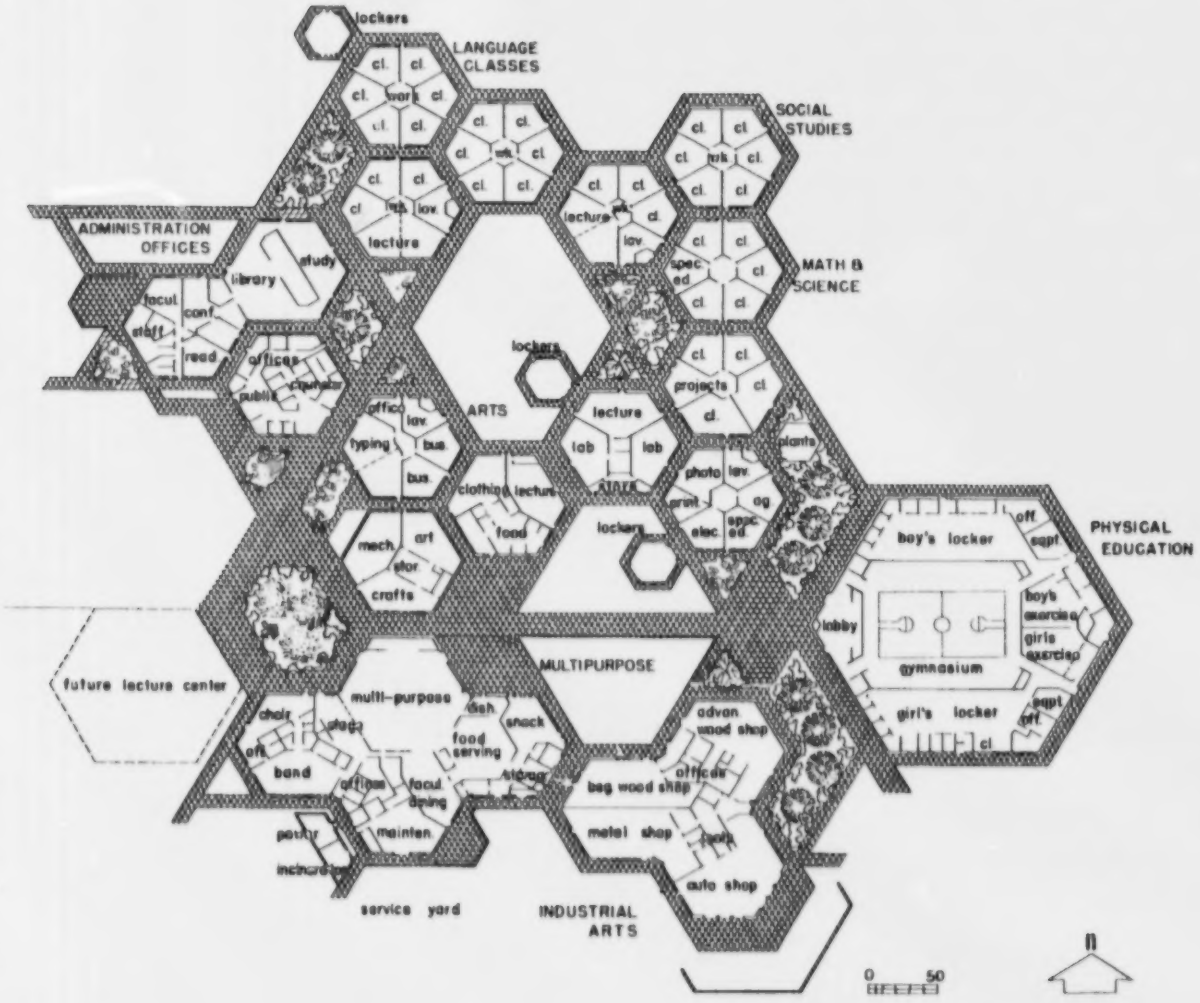


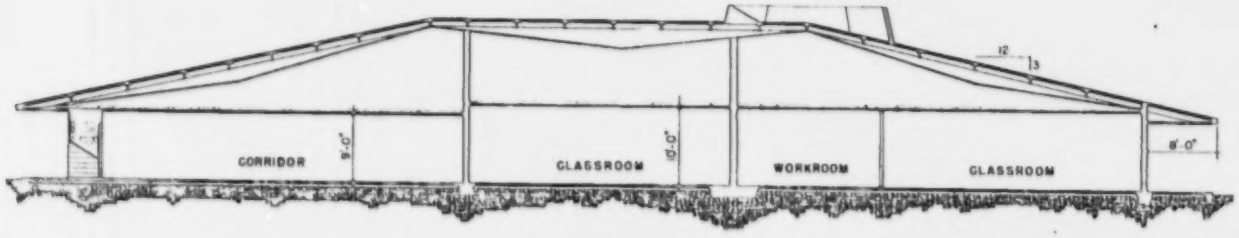
SITE PLAN

West High School is located in the lower Central Valley—a region of high temperatures and arid climate. Therefore, a plan concept of small buildings with broad eaves and sheltered walkways was developed. The eaves protect the buildings from the sun, and the opening up of the site plan permits breezes to penetrate throughout the plant.



PLAN

The hexagonal is used repetitively as a basic space module for the design of this school. This shape has determined the layout and geometry of all areas of the plan. Interior walls are nonbearing and can be moved or eliminated without making structural changes. Each building has a separate air-conditioning system.



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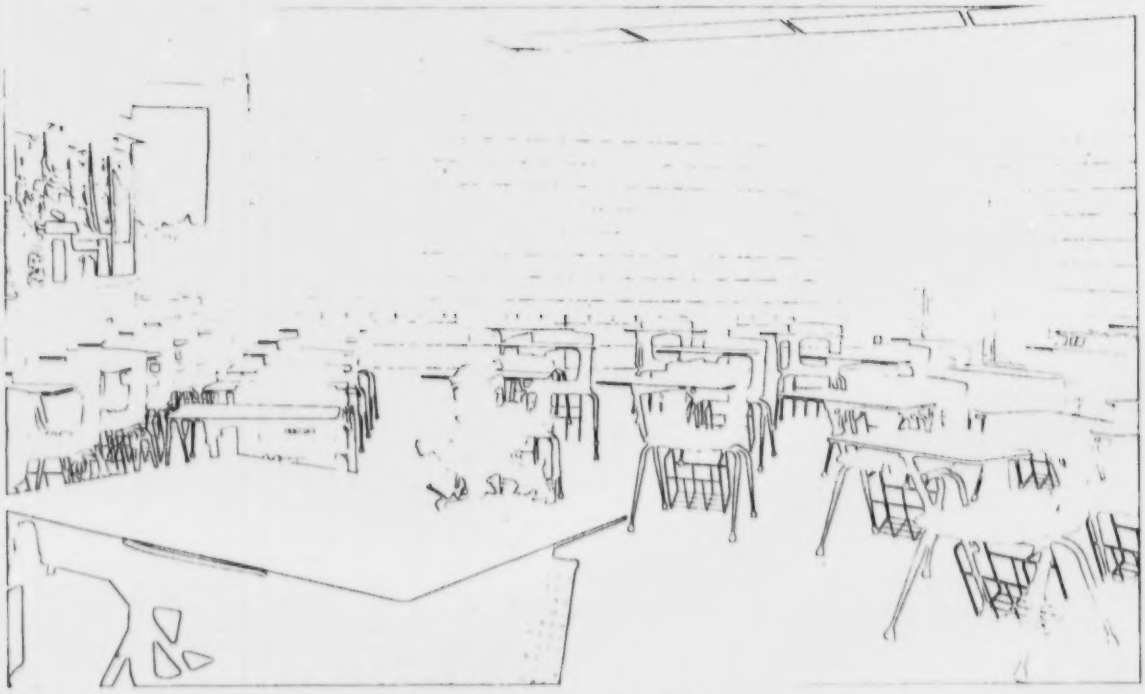


Will this hexagonal room permit other seating arrangements?

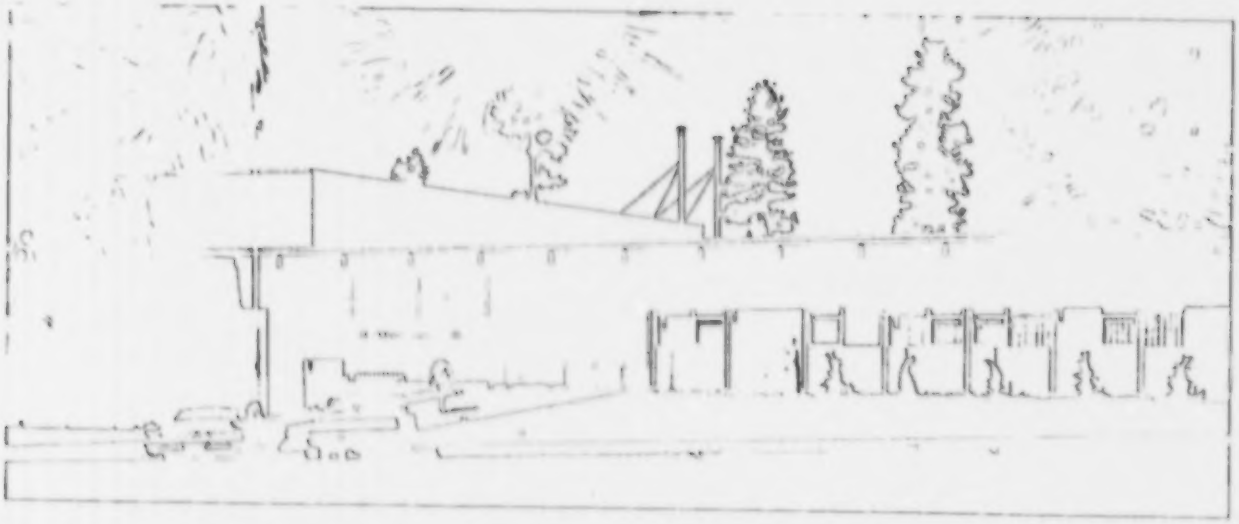
The library reading room.

Westwood High School *

* Financed under the State School Building Aid Program

Westwood High School
Westwood Unified School District
Leonard H. Randall, Superintendent
Mau and Barnum, Architects
William J. Wynn, Field Representative

Completed 1963



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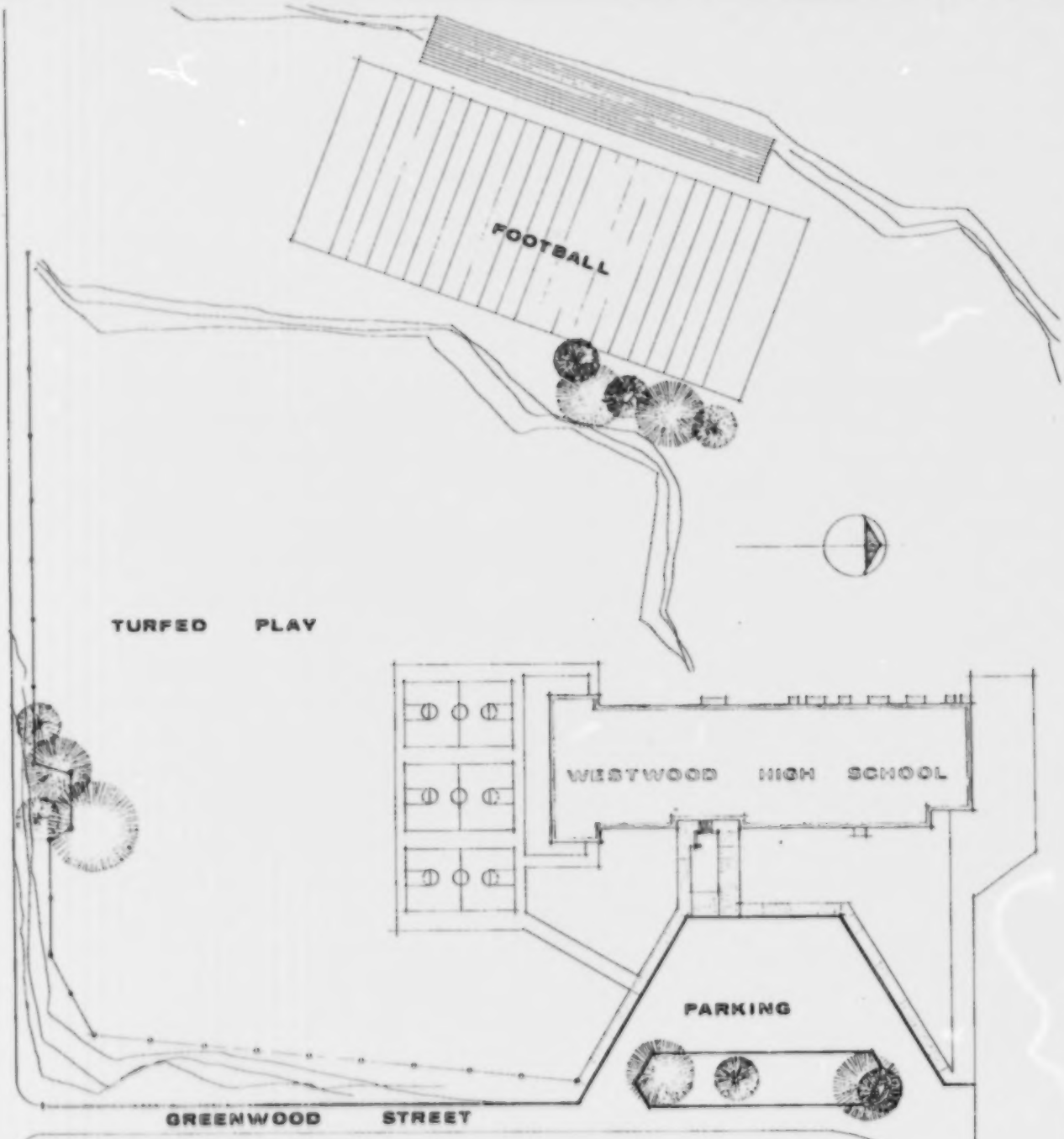

SITE PLAN

The Westwood High School is in Lassen County. This area is the center of a major recreation and vacationland, which includes Almanor Lake and Lassen Park. The new Westwood school is small—only 150 students. The plan is divided into three areas: the shops and crafts at the north end; physical education facilities and the like at the south end; administrative and academic classrooms in the center.

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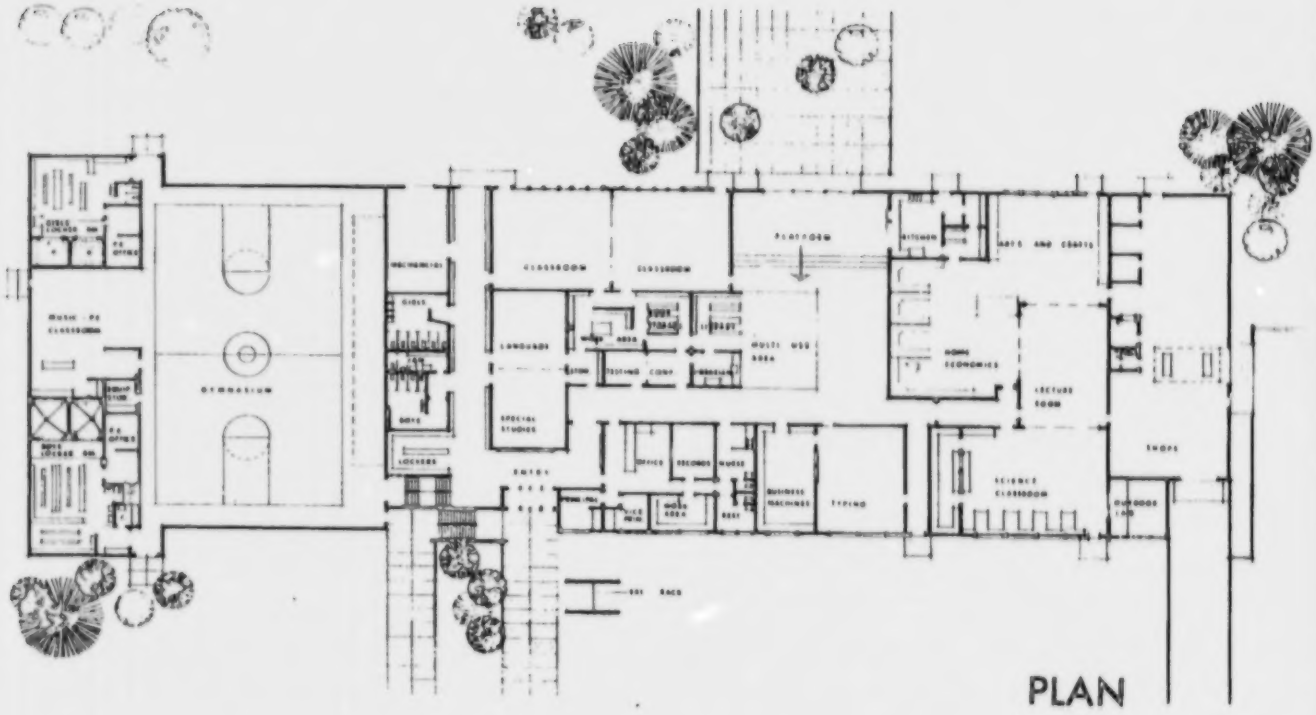
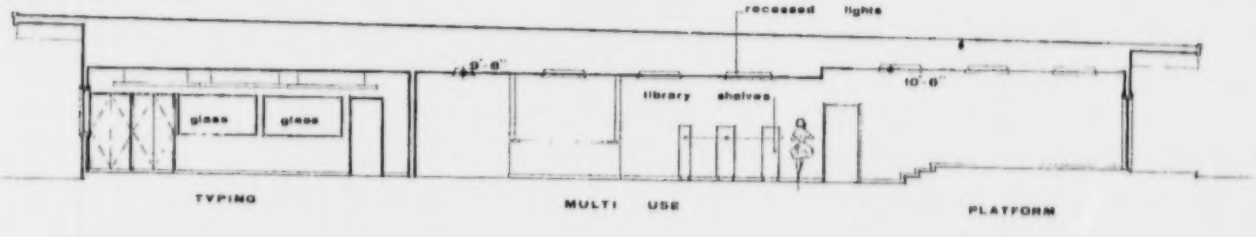


A basic problem of a small high school is to offer a broad curriculum. This necessitates smaller class sizes. At Westwood High there are 15 teaching stations, plus a multiuse library area. The interior spaces are unusually open and fluid. Many of the teaching stations share space, or they can be opened to other instructional areas by folding partitions. Thus, it is possible to house efficiently very small classes as well as large groups.



SECTION

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Ready to begin another day.

Homemaking relates to adjacent spaces.

The architects who designed the schools described in this publication provided the drawings and photographs for their respective projects.

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